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IDENTIFIERS	Ditto Masters

ABSTRACT

Supplementary instructional aids for unit four of Spanish as a Second Language for second graders, including visual aids and ditto masters for seatwork by students, are contained in this revised supplement. A teacher's guide corresponding to this unit gives the timetable for when these materials are to be used. Illustrations and worksheets are designed to help the teacher carry out learning activities which will provide the English-dominant child with structures and vocabulary for effective communication in a bilingual environment. These materials accompany activities largely in language arts and mathematics; some are for use with the three small pupil books which accompany the teacher's guide, and many illustrate the unit's basic theme of the neighborhood. Illustrations pertain to such areas as number lines, neighborhood communication and transportation, animals, words, sentence structure, verbs, numerals, time, places in the neighborhood, family members, school personnel, rooms in a house, and the weather. All language appearing on classroom materials is in Spanish, with brief introductions to the supplement and ditto packet in both Spanish and English. (RS)

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RC 010823

SCDC SPANISH CURRICULA UNITS

Spanish SL

Unit 4 Grade Two

Supplement & Ditto Packet

Spanish Curricula Development Center

SPANISH SL STRAND

UNIT 4 KITS 21-24

Supplement

Dissemination and Assessment Center for Bilingual Education
6504 Tracor Lane
Austin, Texas 78721

DACBE

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PREFACIO

El Spanish Curricula Development Center y el Dissemination Center for Bilingual Bicultural Education se establecieron por el Bilingual Education Programs Branch, U.S.O.E., para apoyar los programas de enseñanza bilingüe. Los materiales que aquí se incluyen integran una de las diez unidades básicas de instrucción a nivel primario y representan un cumplimiento parcial de esa encomienda.

Cada unidad de instrucción se compone de cuatro kits y cada kit se prepara para un período de instruccion de dos a tres semanas. Los materiales abarcan cinco hilos de instrucción: Español como lengua vernácula, Ciencias Sociales, Ciencias y Matemáticas, Bellas Artes y Español como segunda lengua.

Este Suplemento revisado está basado en la información provista por los centros de experimentación a través de la nación, cuya población estudiantil incluye niños méxico-americanos, puertorriqueños y cubanos así como otros niños que representan un amplio grupo de origen hispano. Esta edición refleja las contribuciones valiosas de maestros, administradores, especialistas, coordinadores de los centros experimentales, del Curriculum Adaptation Network for Bilingual/Bicultural Education (CANBBE), y miembros de este centro que están desarrollando las ediciones regionales.

Esperamos que las escuelas que usen este Suplemento revisado continuarán expresando sus reacciones para que los materiales puedan ser revisados y lograr así el mejoramiento de esta edición.

PREFACE

The Spanish Curricula Development Center and the Dissemination Center for Bilingual Bicultural Education were established by the Bilingual Education Programs Branch, U.S.O.E., in support of bilingual instruction programs. The materials here included are components of one of ten basic instructional units for the primary level and represent a partial fulfillment of that obligation.

Each instructional unit consists of four kits, and each kit is designed for a period of instruction of two to three weeks. Materials are provided for five instructional strands: Spanish Language Arts, Social Science, Science/Mathematics, Fine Arts, and Spanish as a Second Language.

This revised Supplement incorporates feedback from field testing centers across the nation whose pupil populations include children of Mexican-American, Puerto Rican, and Cuban backgrounds, as well as children representing a wide range of other Spanish background origins. It reflects valuable contributions of teachers, administrators, field trial coordinators, consultants, the Curriculum Adaptation Network for Bilingual/Bicultural Education (CANBBE), and members of the Spanish Curricula Development Center staff who are developing regional editions. It is our hope that schools using the revised Supplement will continue to provide feedback so materials may continue to undergo revision based on actual classroom use and community response.

Elsa Sánchez de la Vega
Production Editor, DACBE

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Quality Control, SCDC

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Director, DACBE

Ralph F. Robinett
Project Manager, SCDC

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INTRODUCCIÓN

Este Suplemento revisado contiene materiales visuales diseñados para ayudar al maestro a desarrollar con éxito las actividades incluídas en las guías de los distintos hilos de instrucción.

Las ilustraciones se incluyen para ayudar a estimular el lenguaje oral y el desarrollo de conceptos. Algunas de ellas están diseñadas para ser recortadas y usadas en pequeños grupos o individualmente, y otras para ser usadas en su tamaño completo.

El material está presentado en su forma más sencilla y no ha sido diseñado para constituir en sí un programa de arte.

El maestro puede colorear las láminas y montarlas en cartulina para facilitar su uso, si así lo desea. También puede añadir otros materiales en la presentación de las actividades y animar a los alumnos a que contribuyan con ilustraciones de su propia creación.

Colaboraron en la confección de las ilustraciones la señorita Adelfa Cantelli, las señoras Rose L. Nash, Irma Laucirica y Elpa Soler.

INTRODUCTION

This revised Supplement contains visual aids designed to help the teacher successfully carry out the activities included in the guide of the corresponding instructional strand.

The illustrations are provided to help stimulate oral language and conceptual development. Some of them are designed to be cut out for manipulations with small groups and individuals, while others are full size to be left intact.

The material here presented is generally in its simple form; it has not been designed as an art program.

The teacher may, if he so desires, color the pictures and mount them on cardboard to facilitate their use. The teacher may also add other materials in the presentation of his activities and encourage pupils to contribute their own original illustrations.

Collaborating in the preparation of the illustrations were Adelfa Cantelli, Rose L. Nash, Irma Laucirica and Elpa Soler.

Carmen Otero
Chairman, Kit Manufacture

KIT 13

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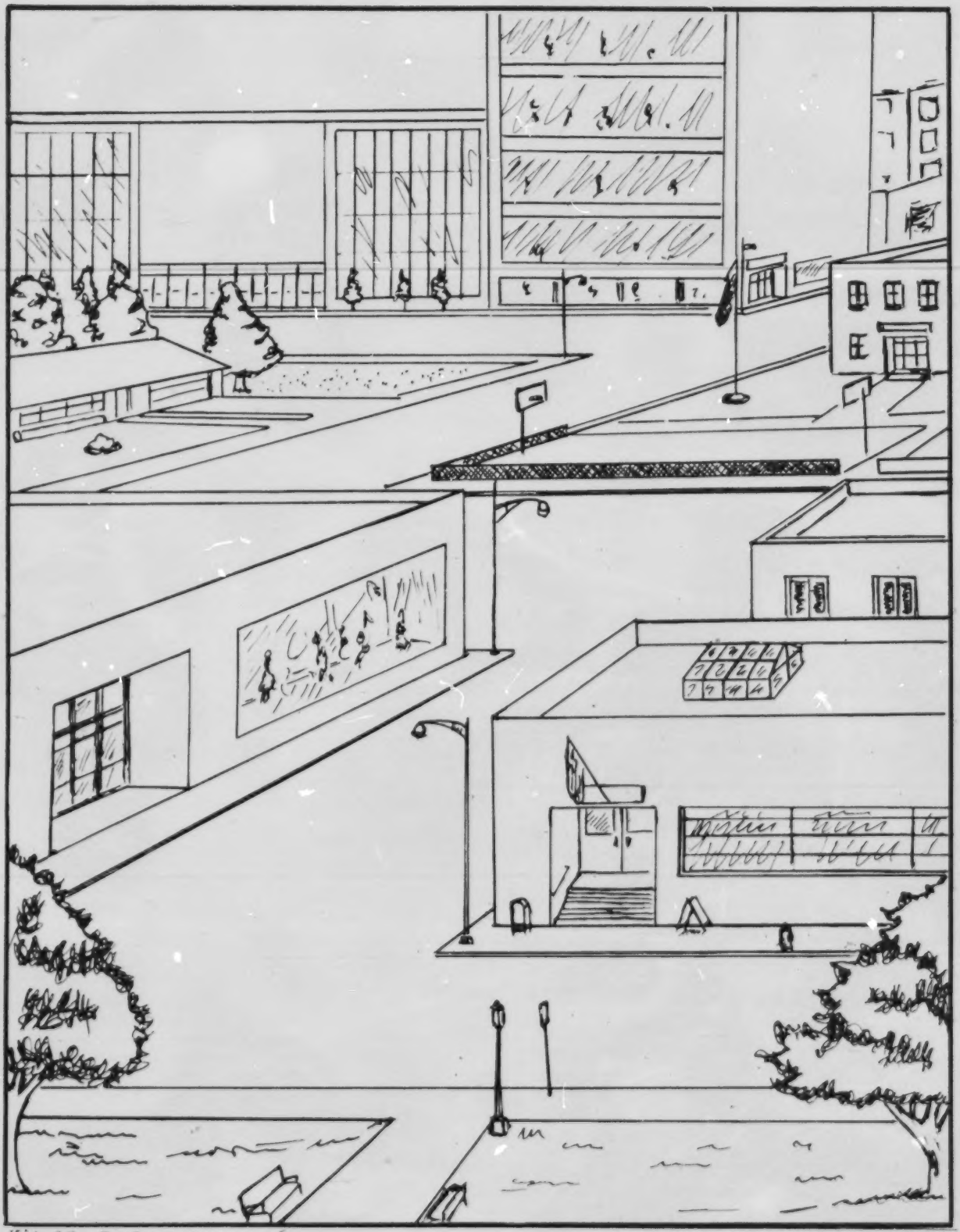

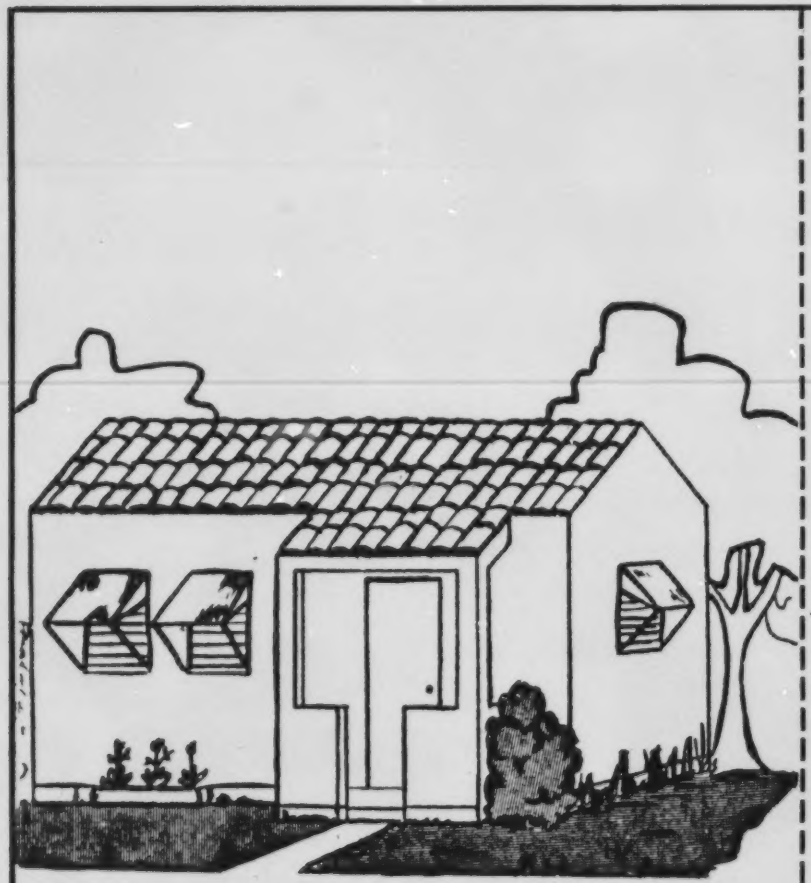

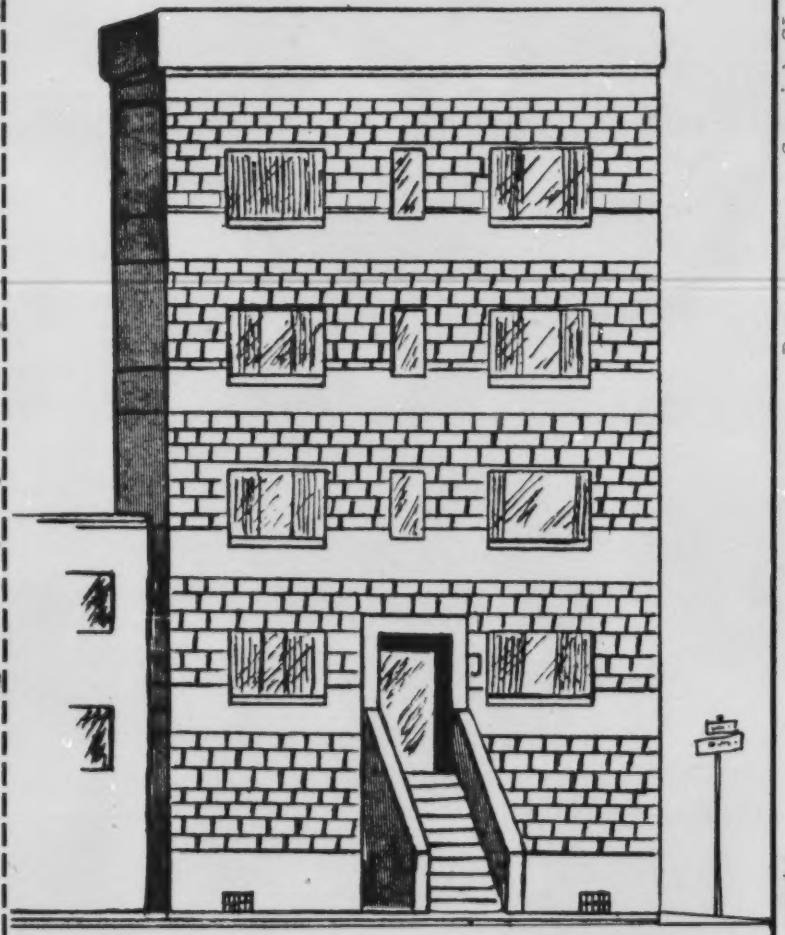

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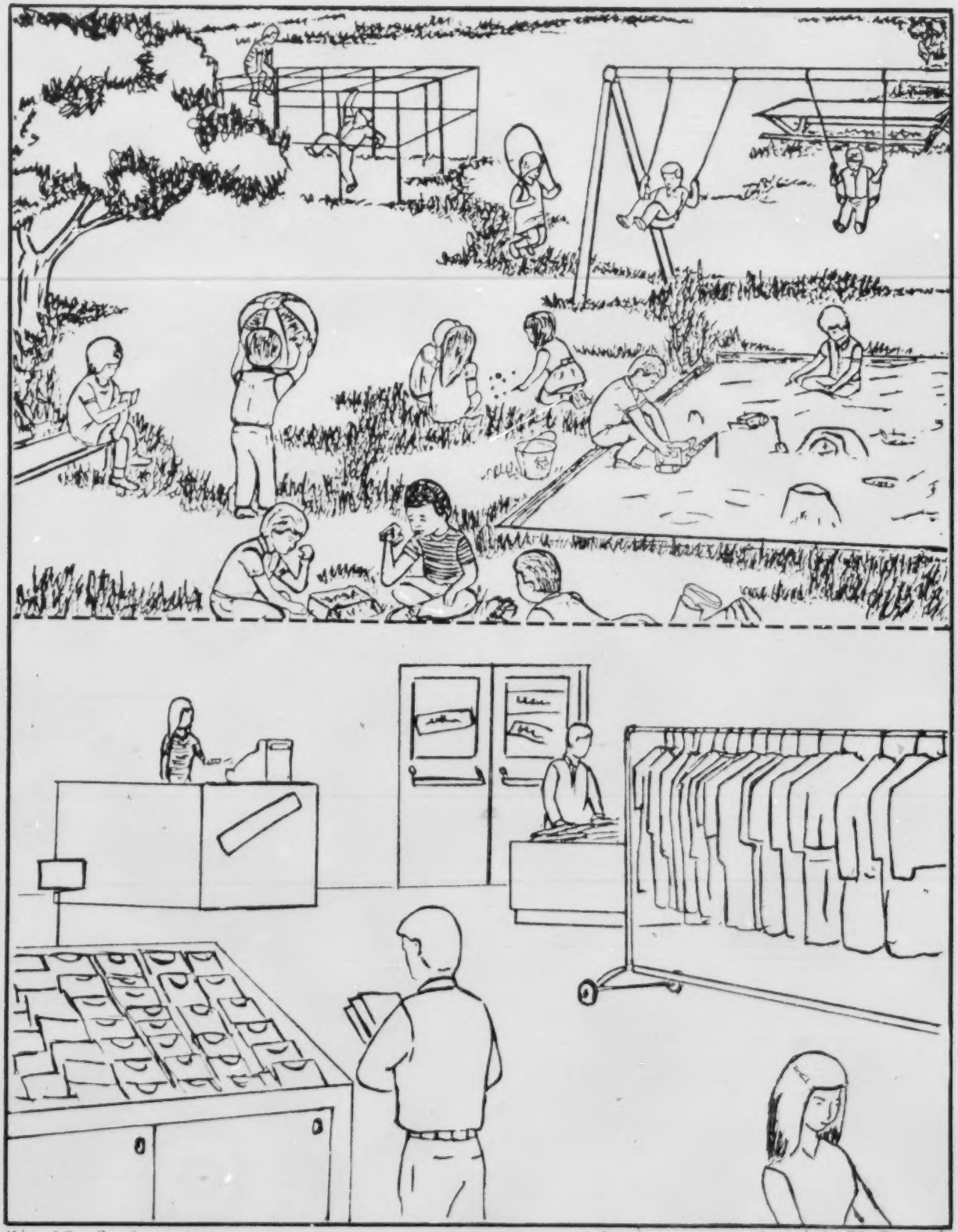

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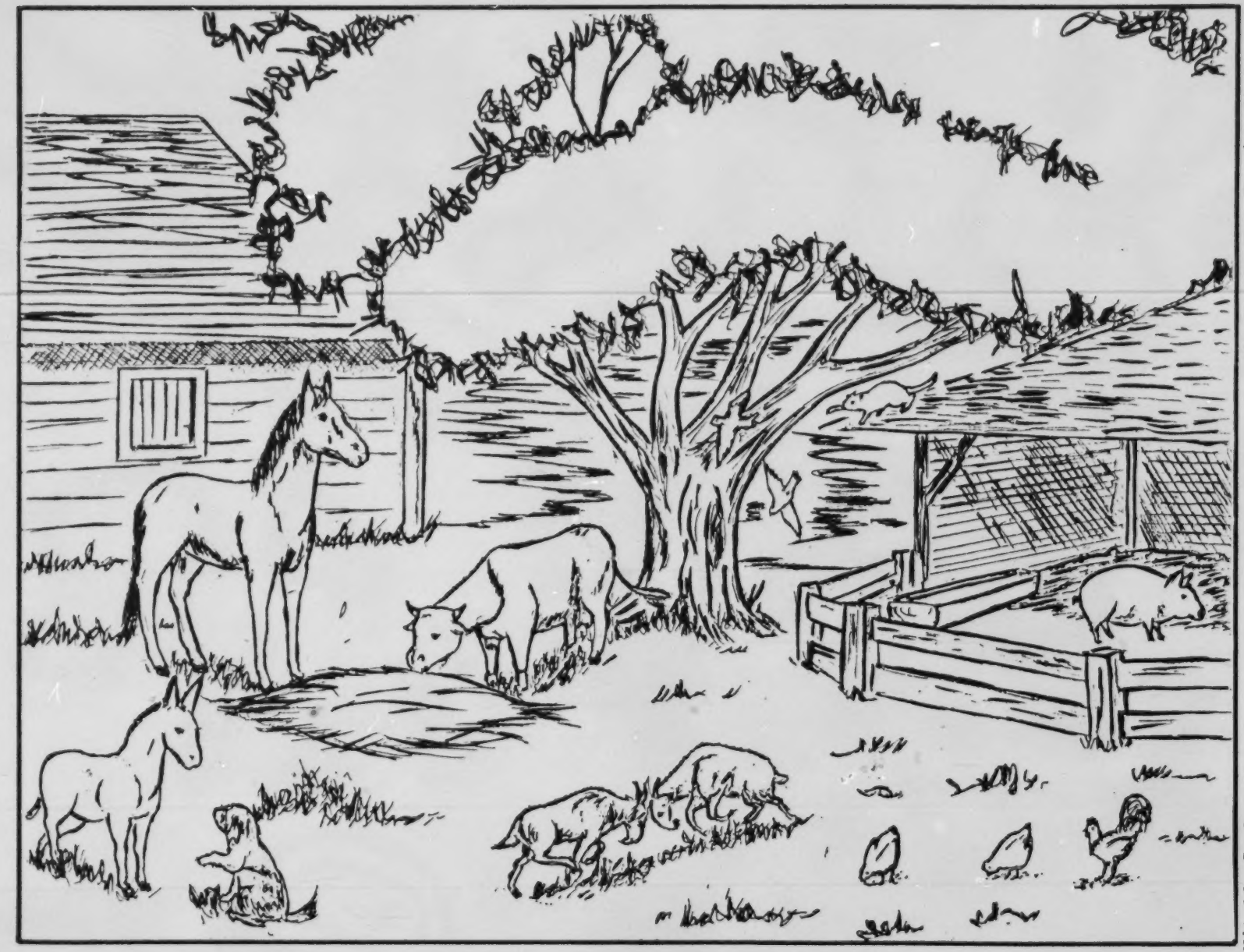

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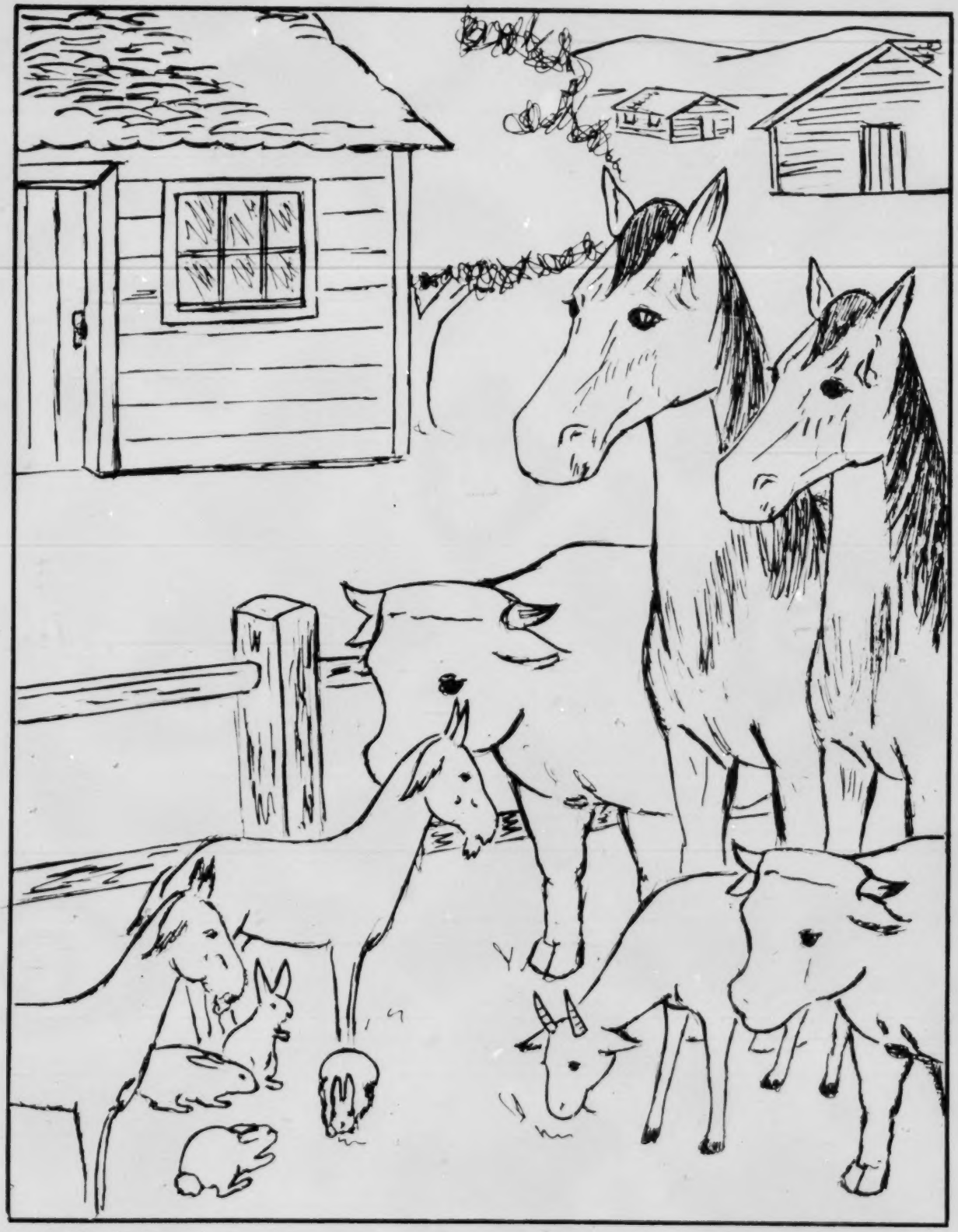

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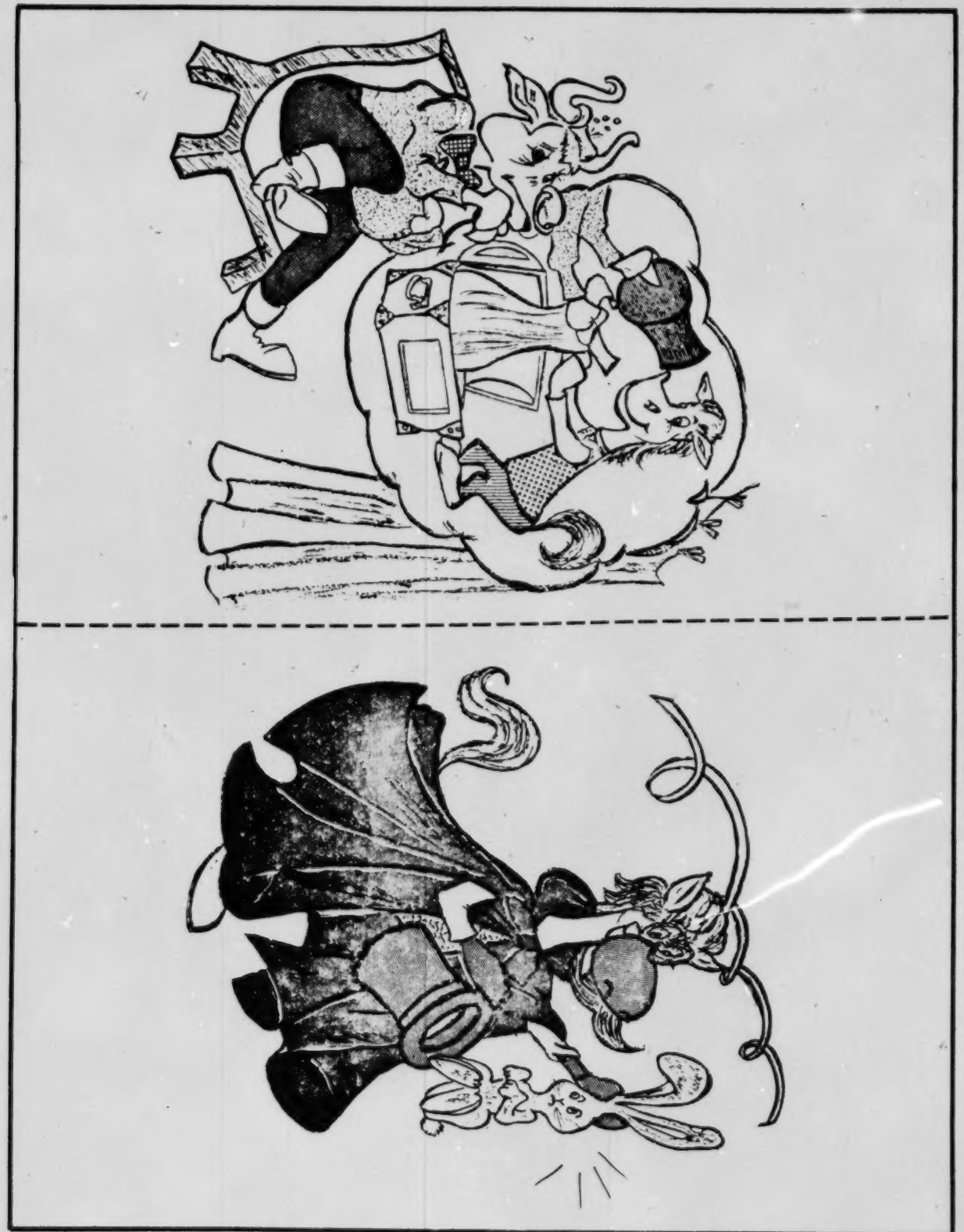

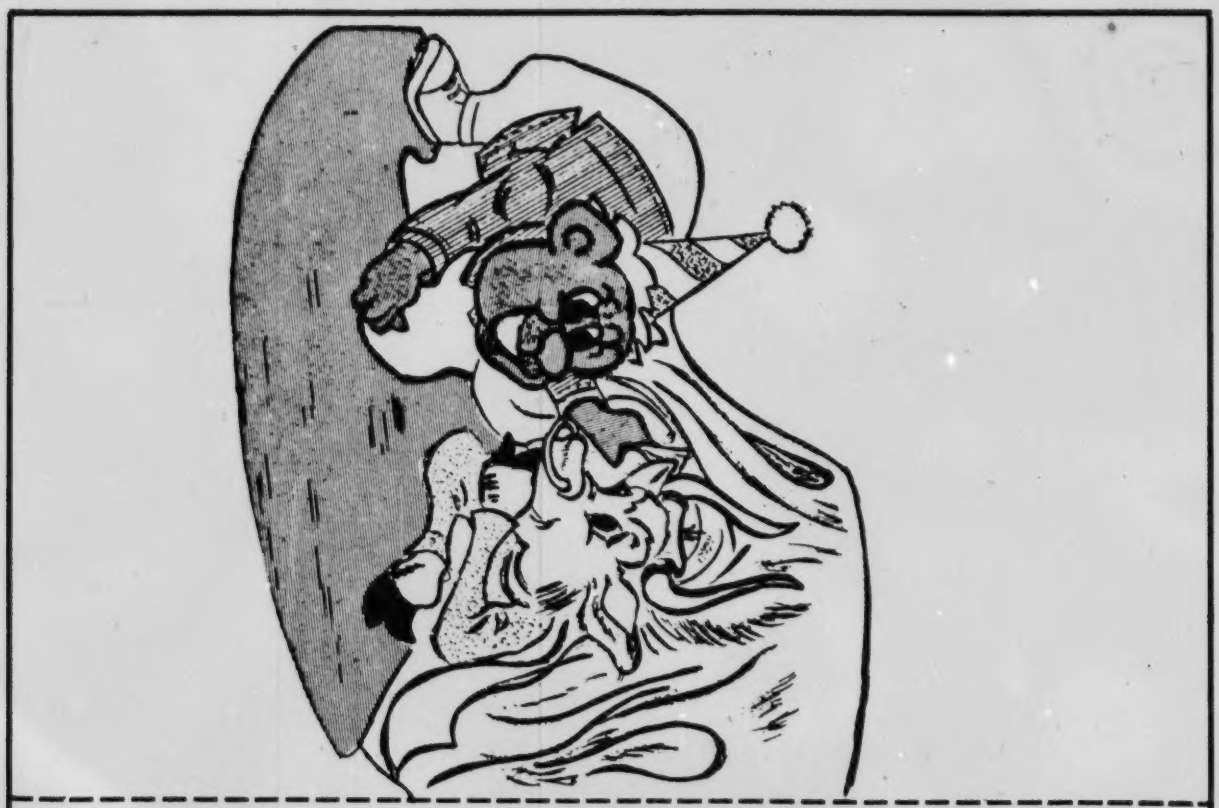

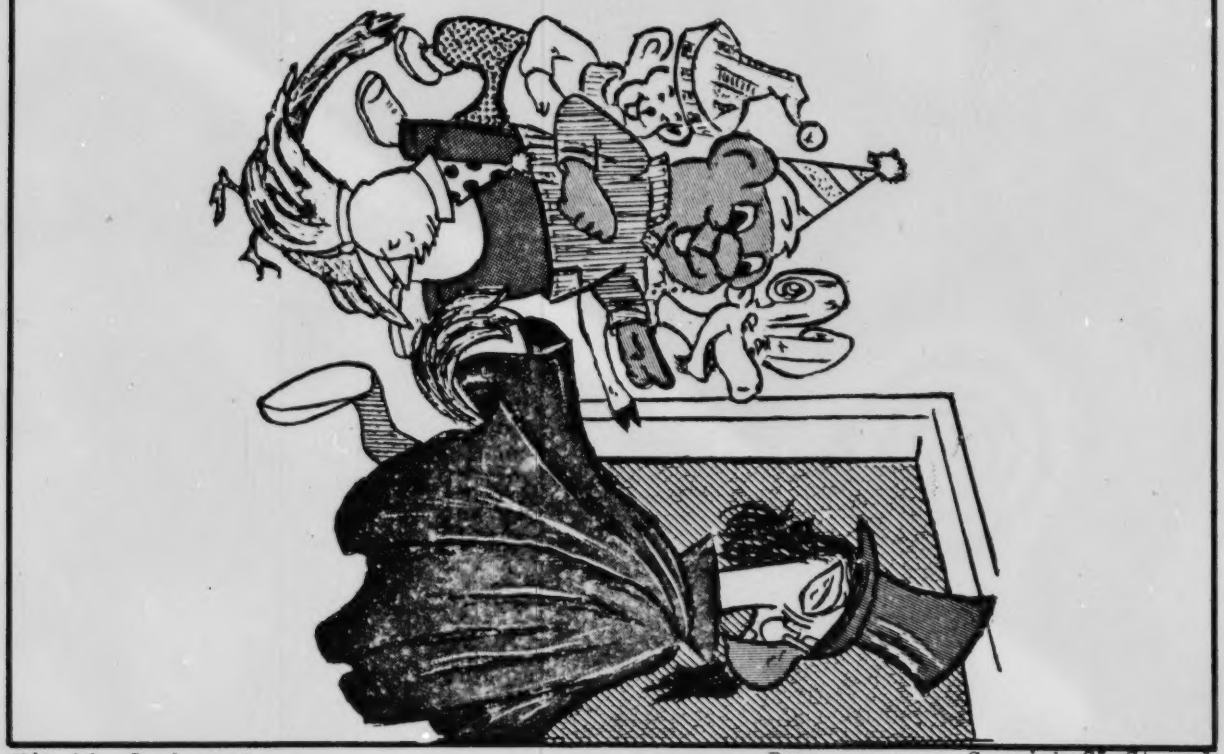

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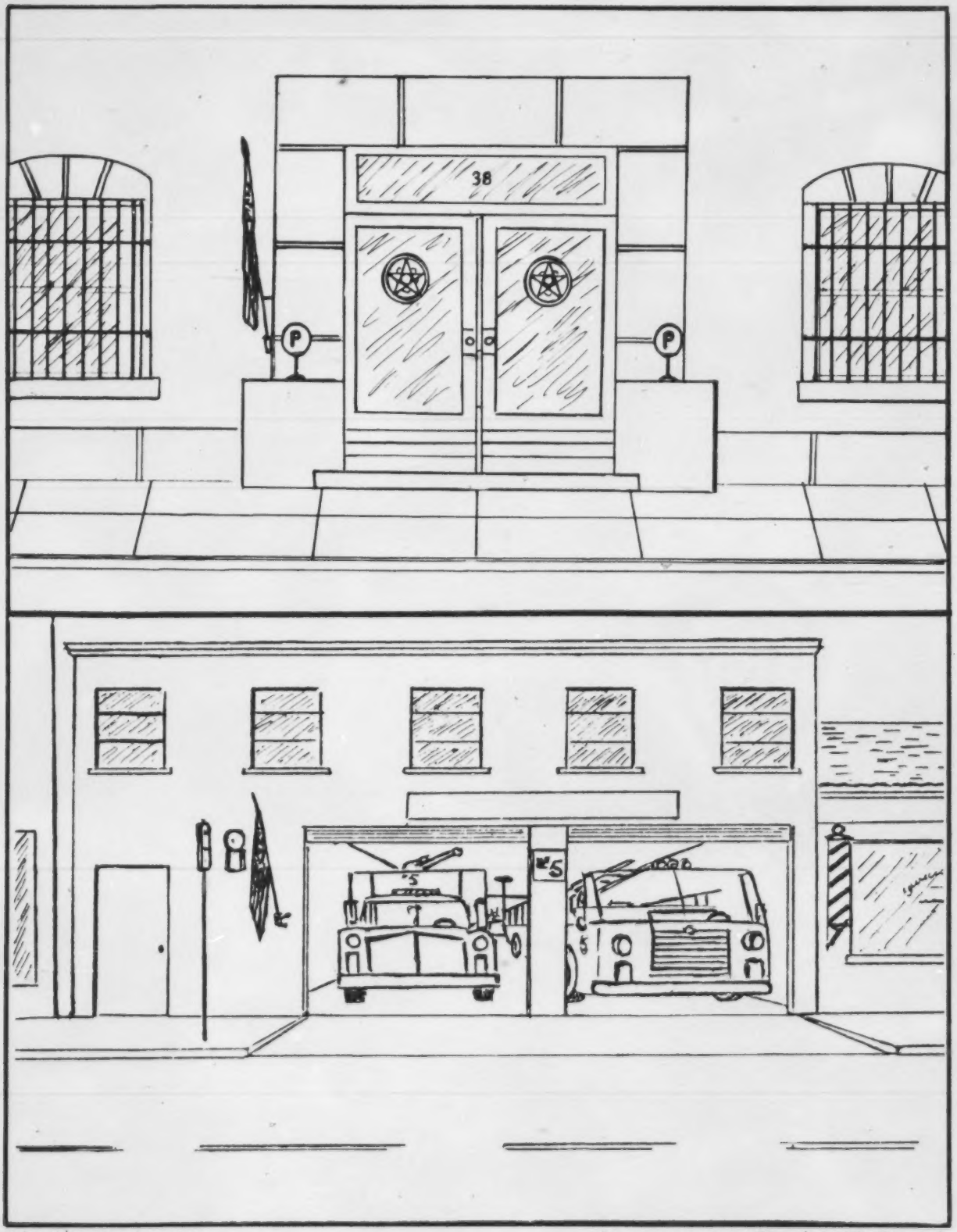

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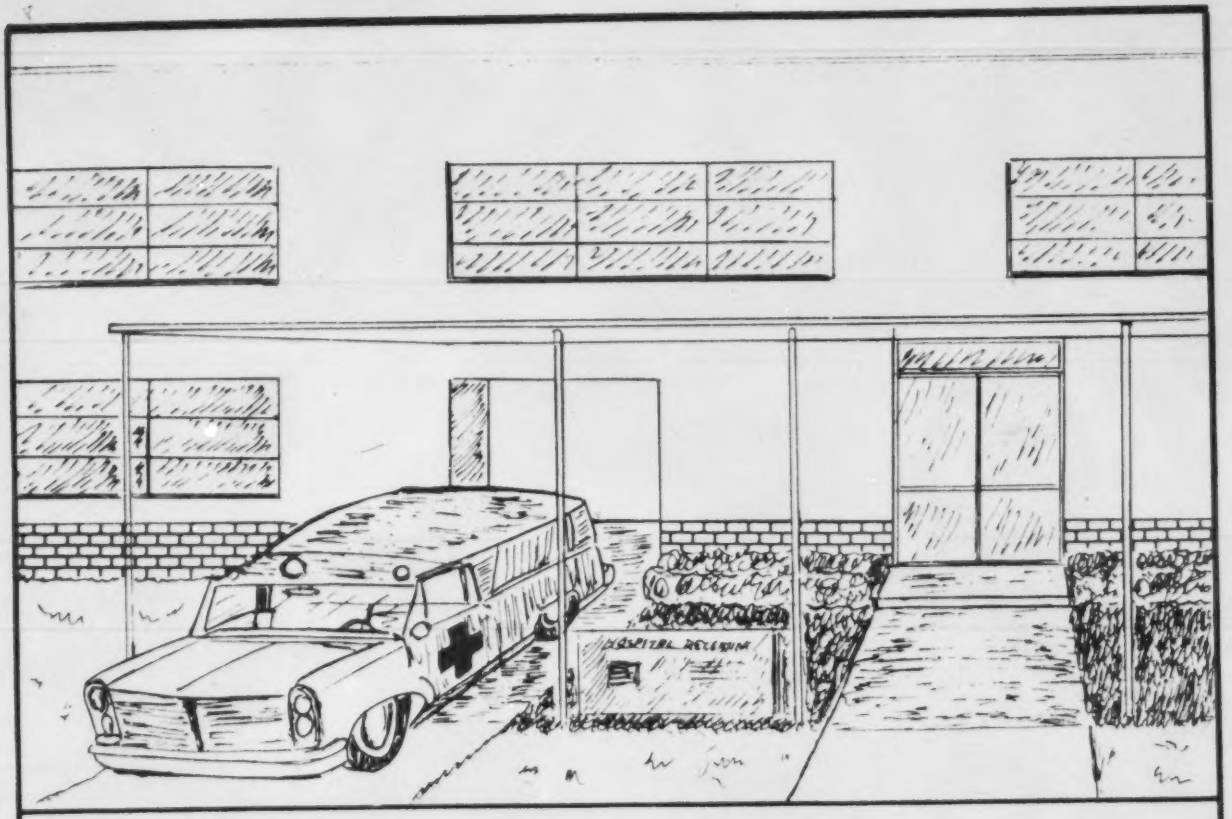

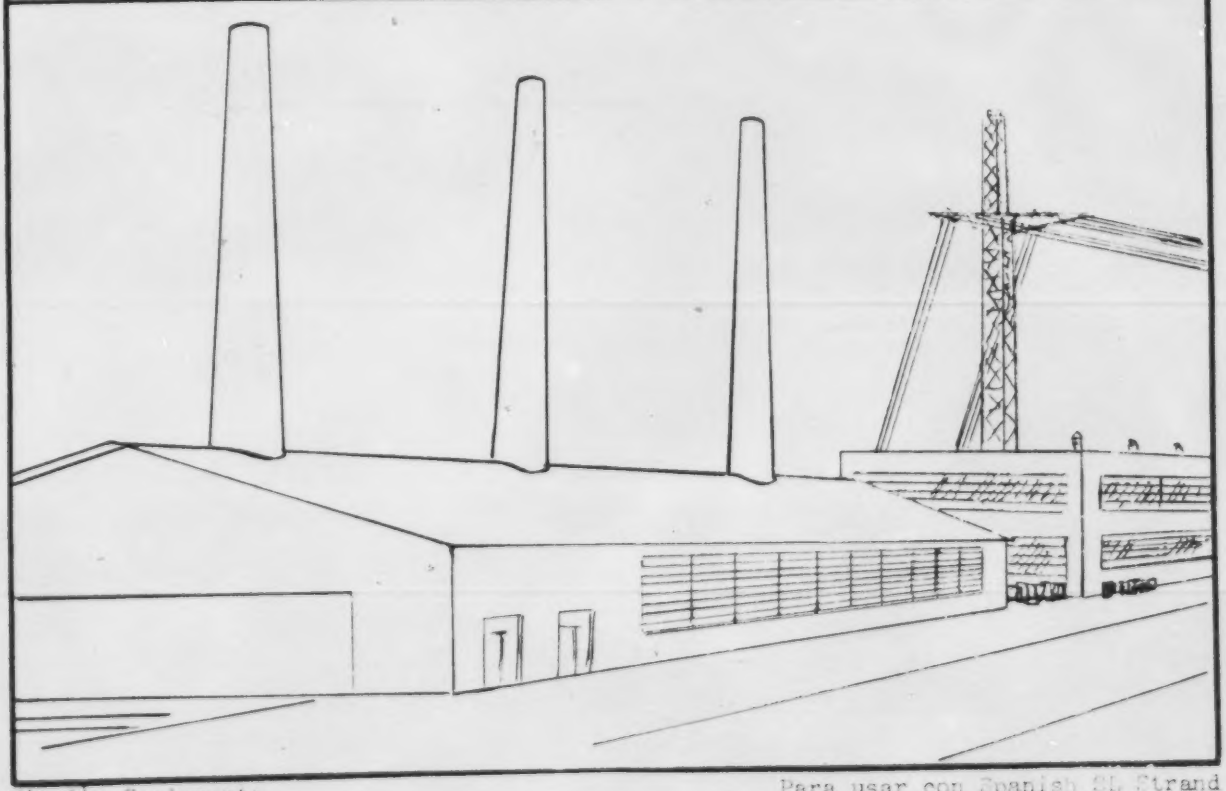

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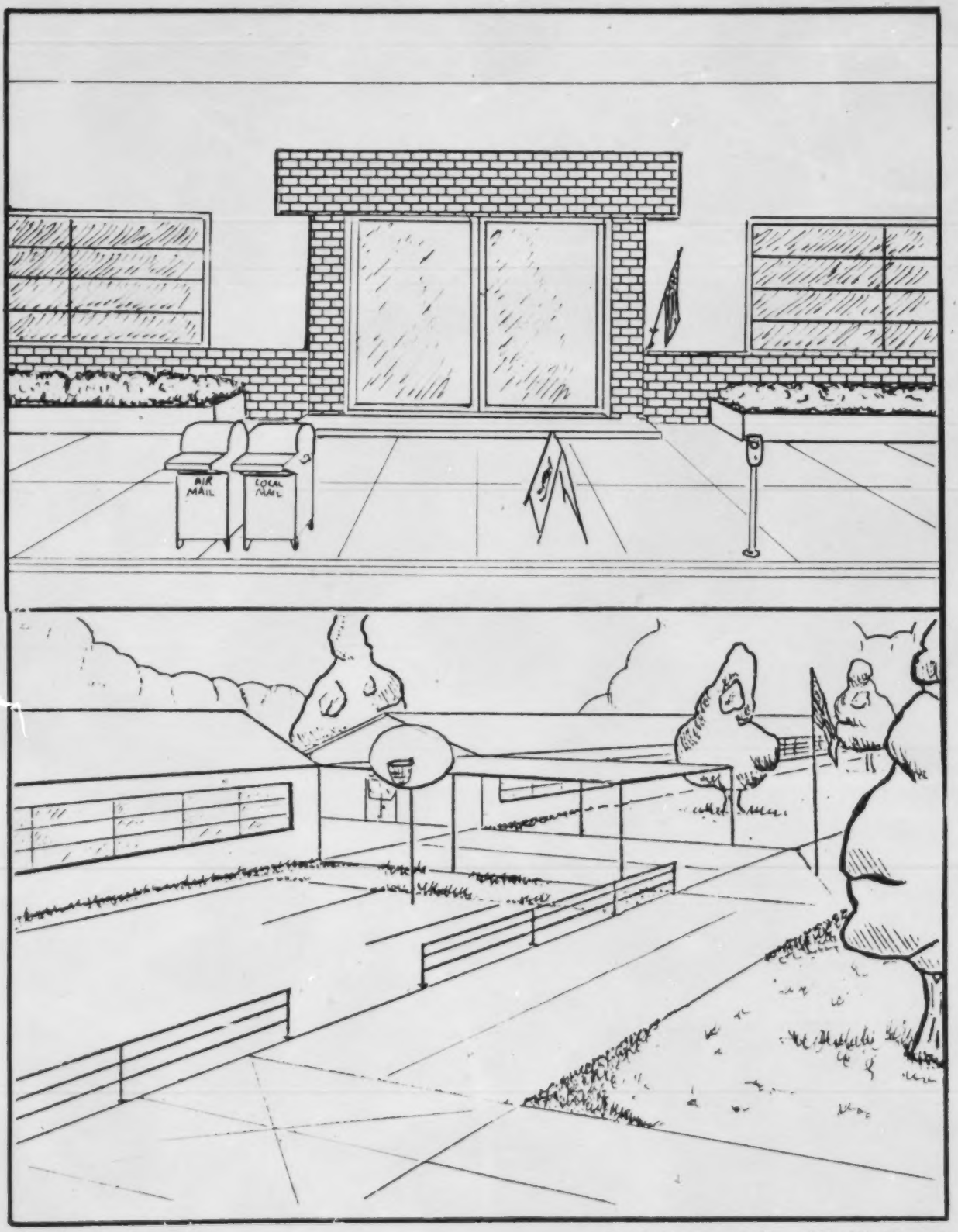

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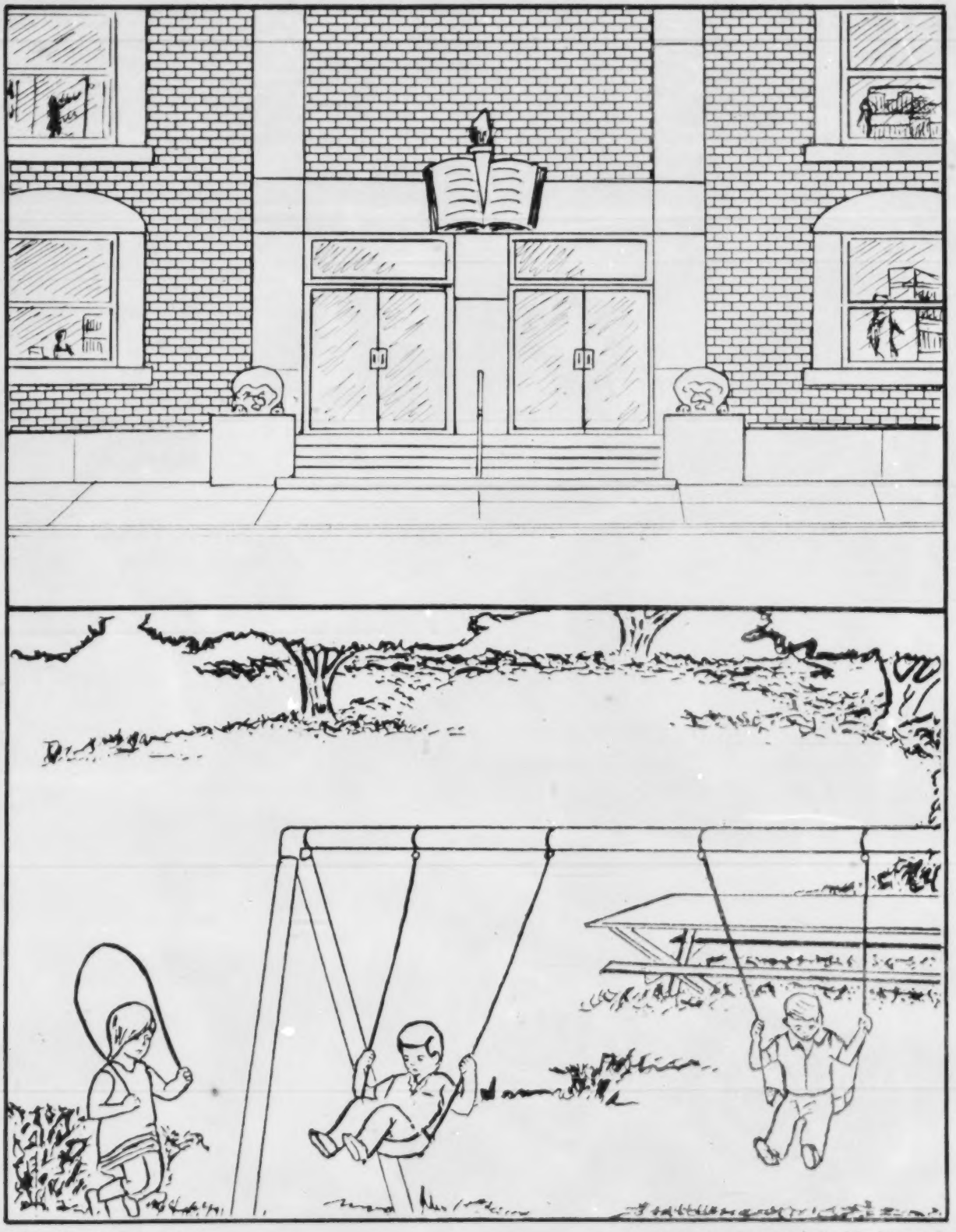

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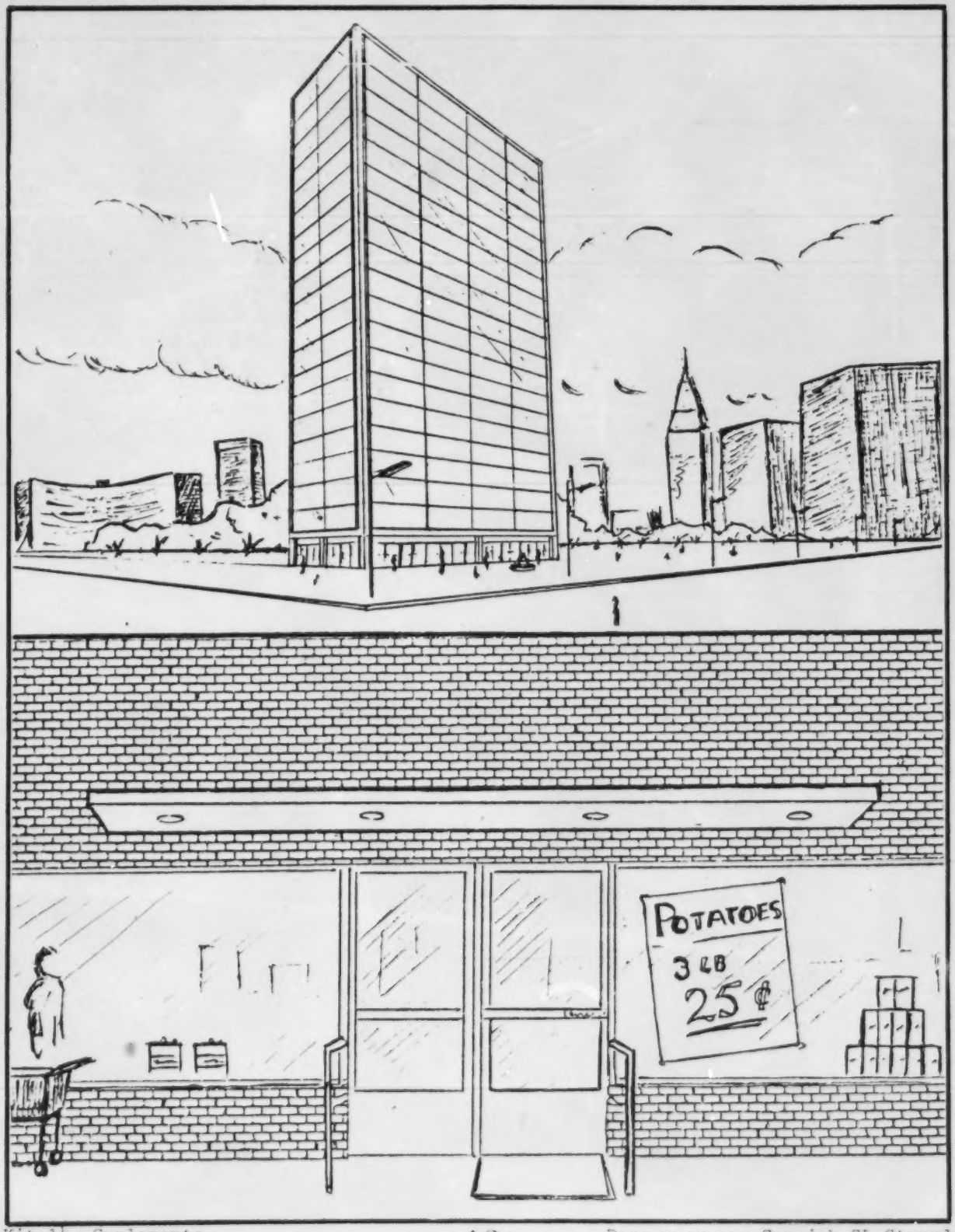
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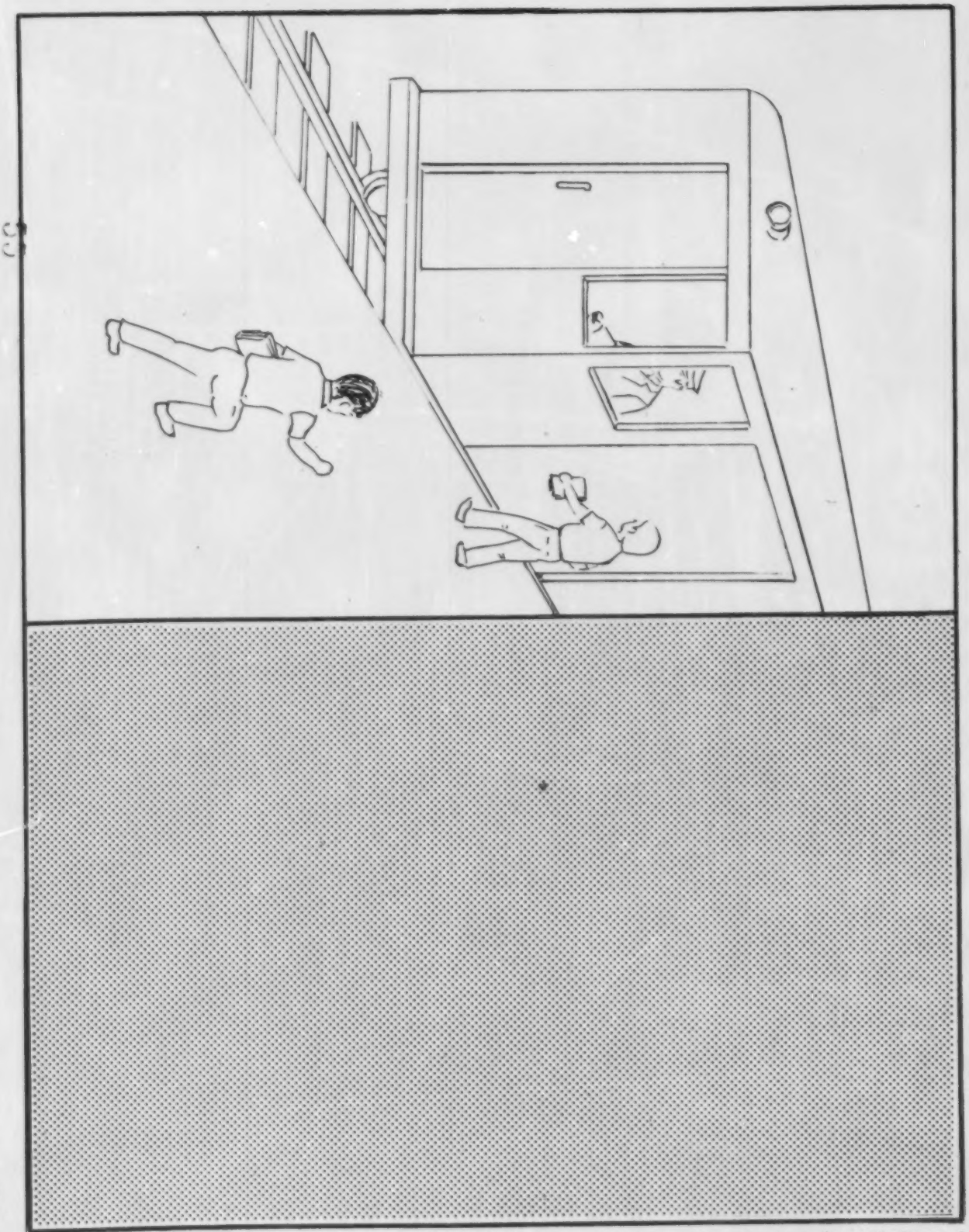

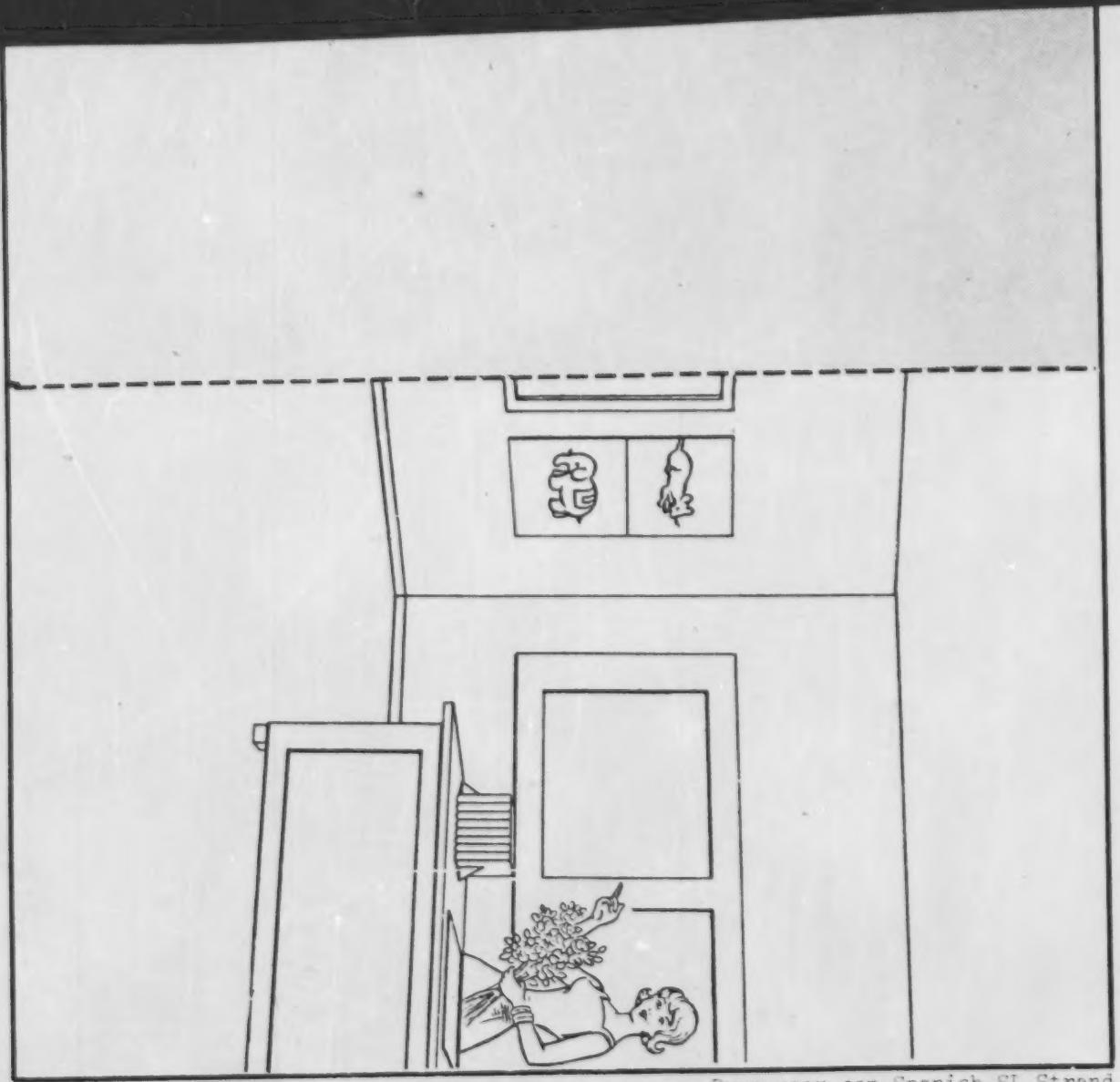

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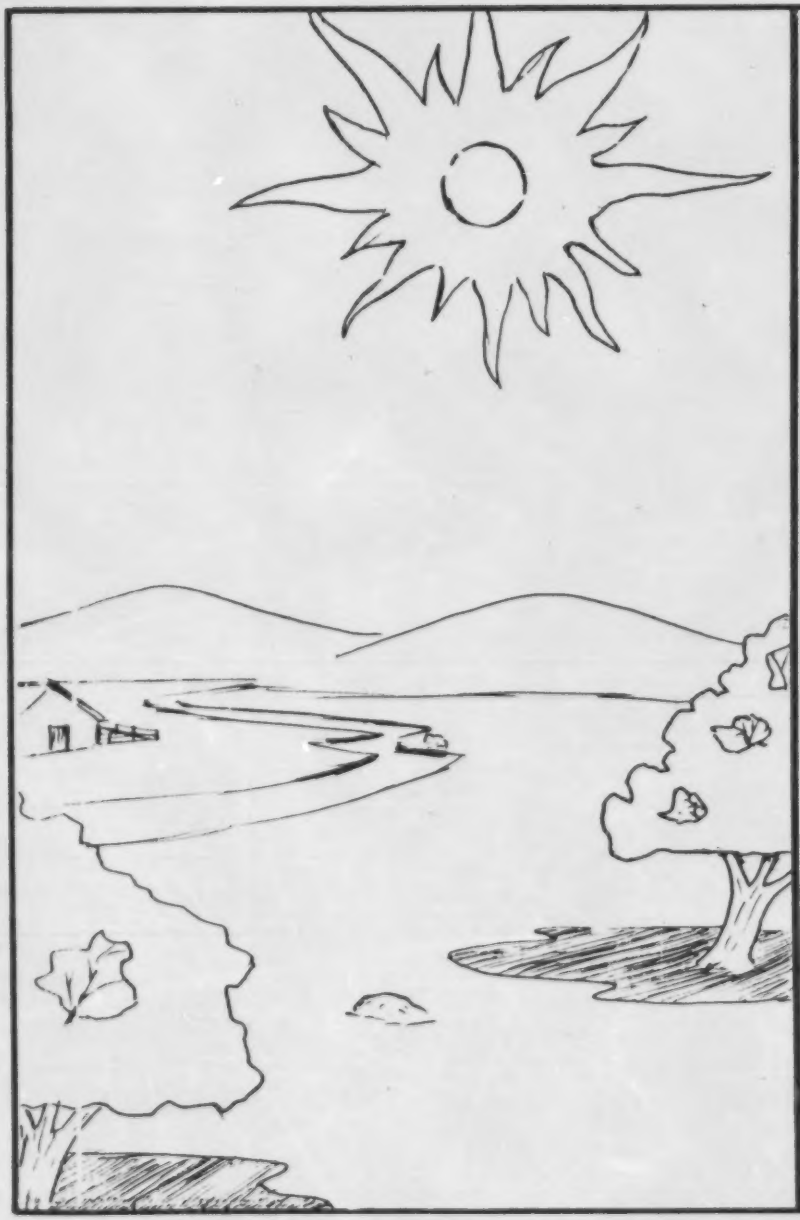

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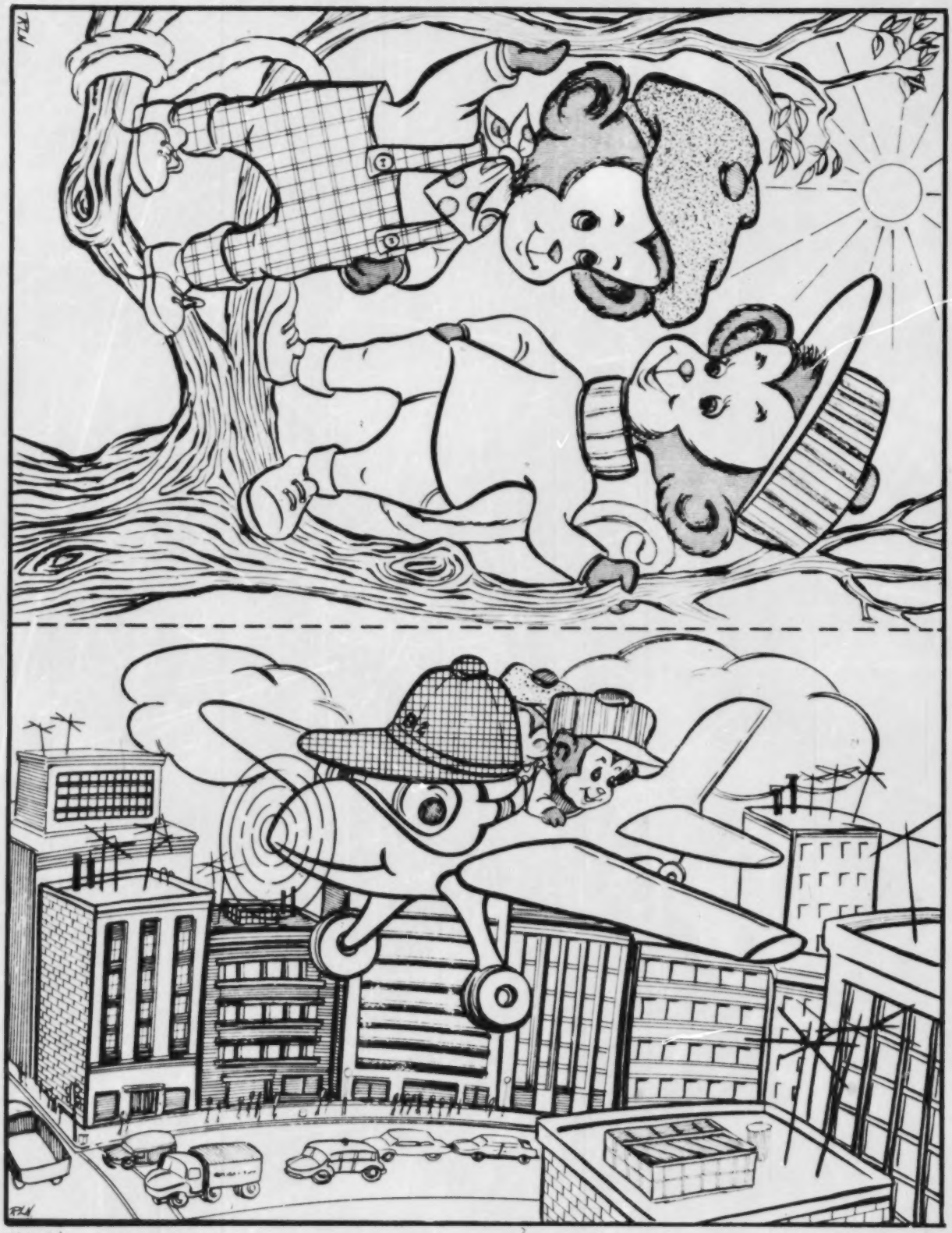

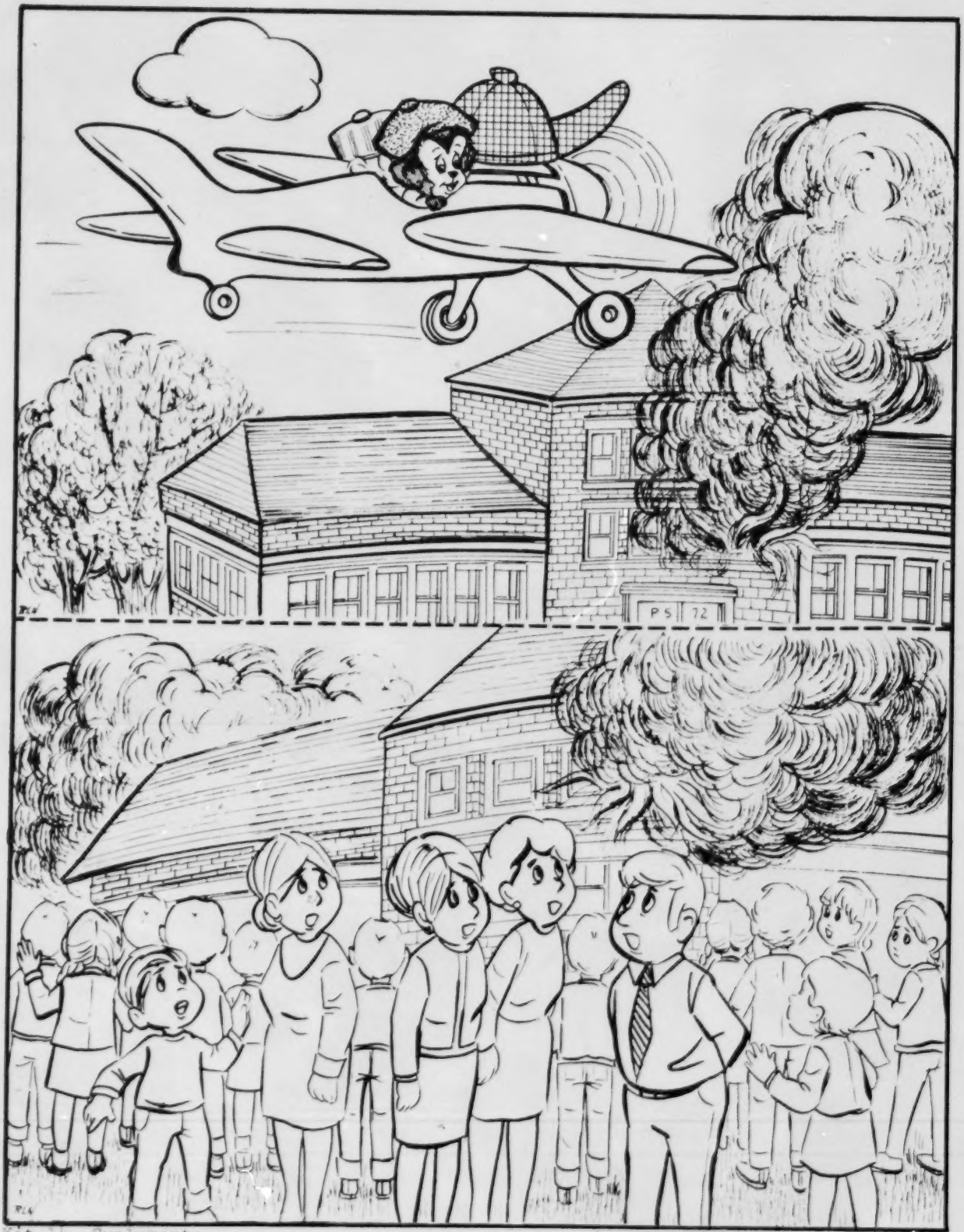

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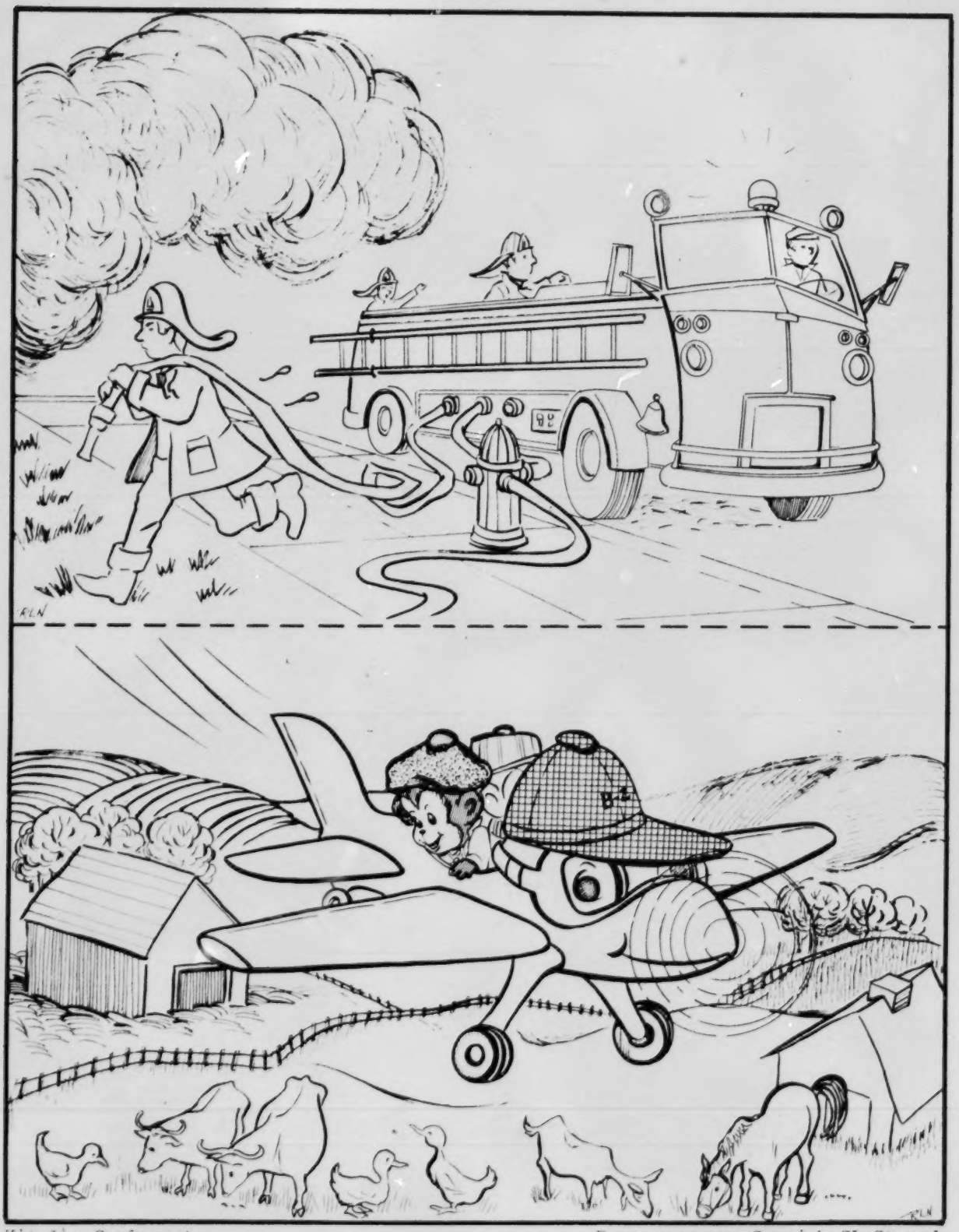

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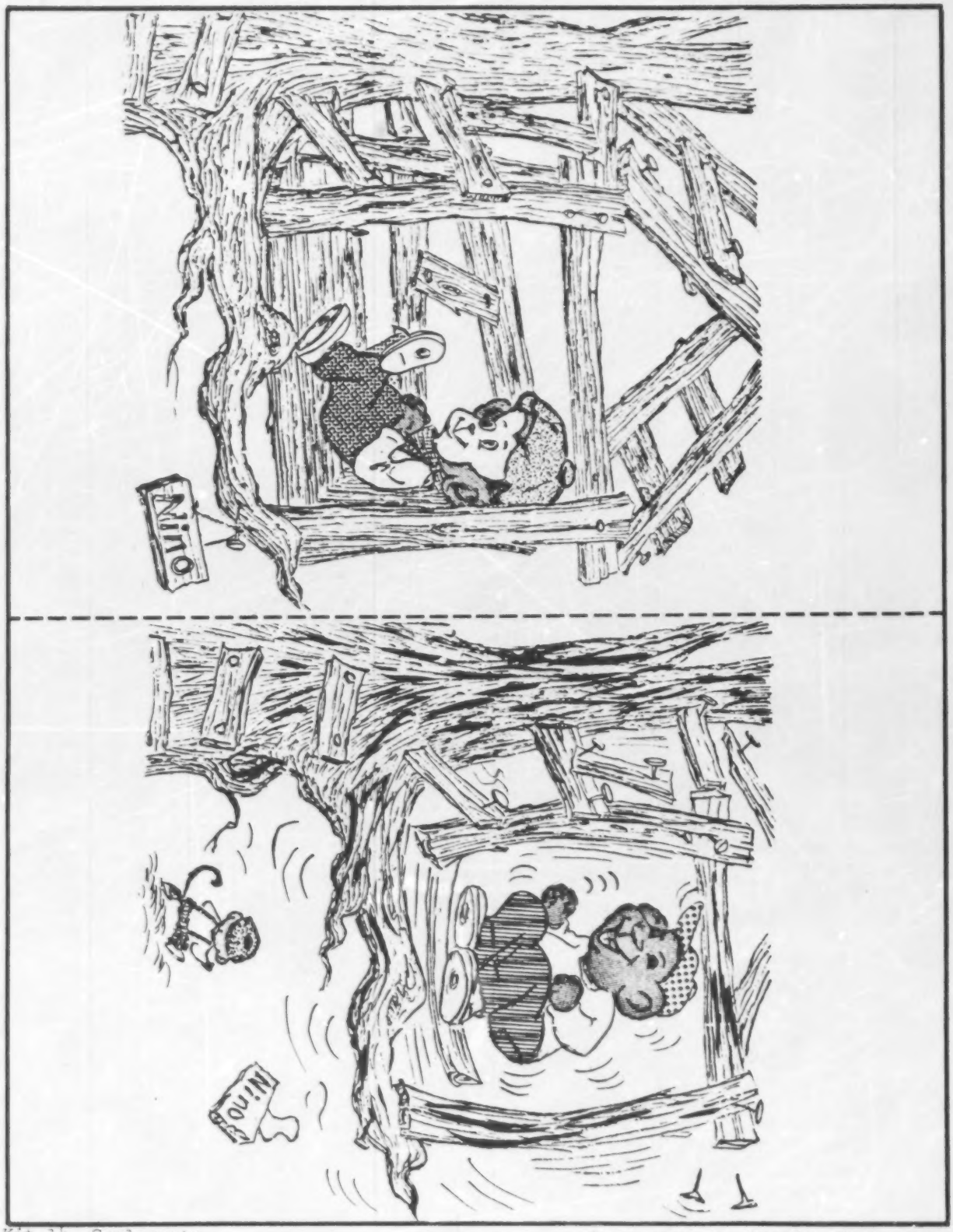
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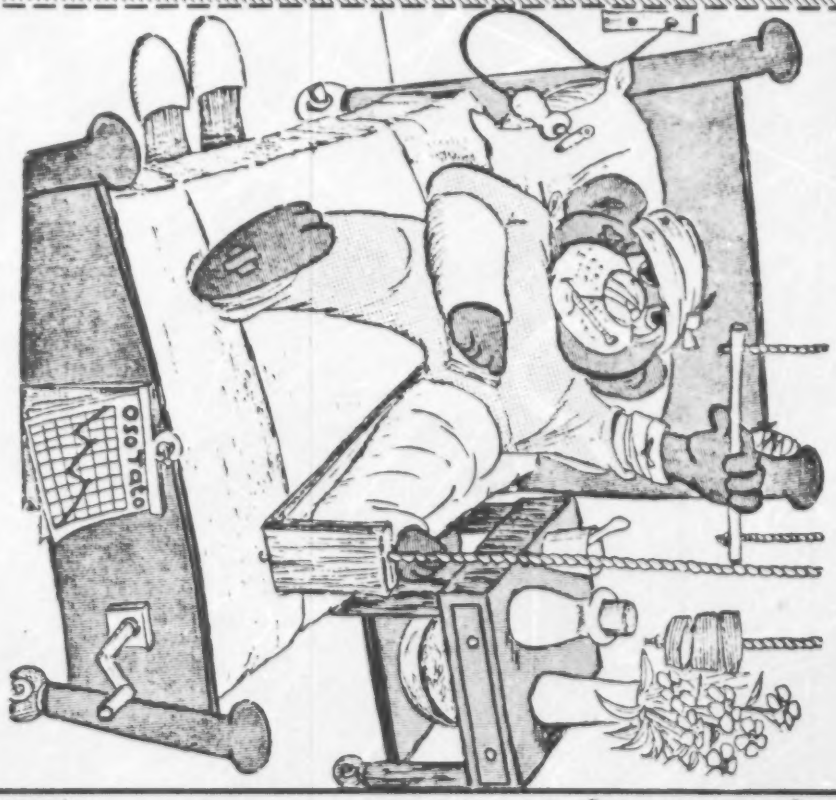
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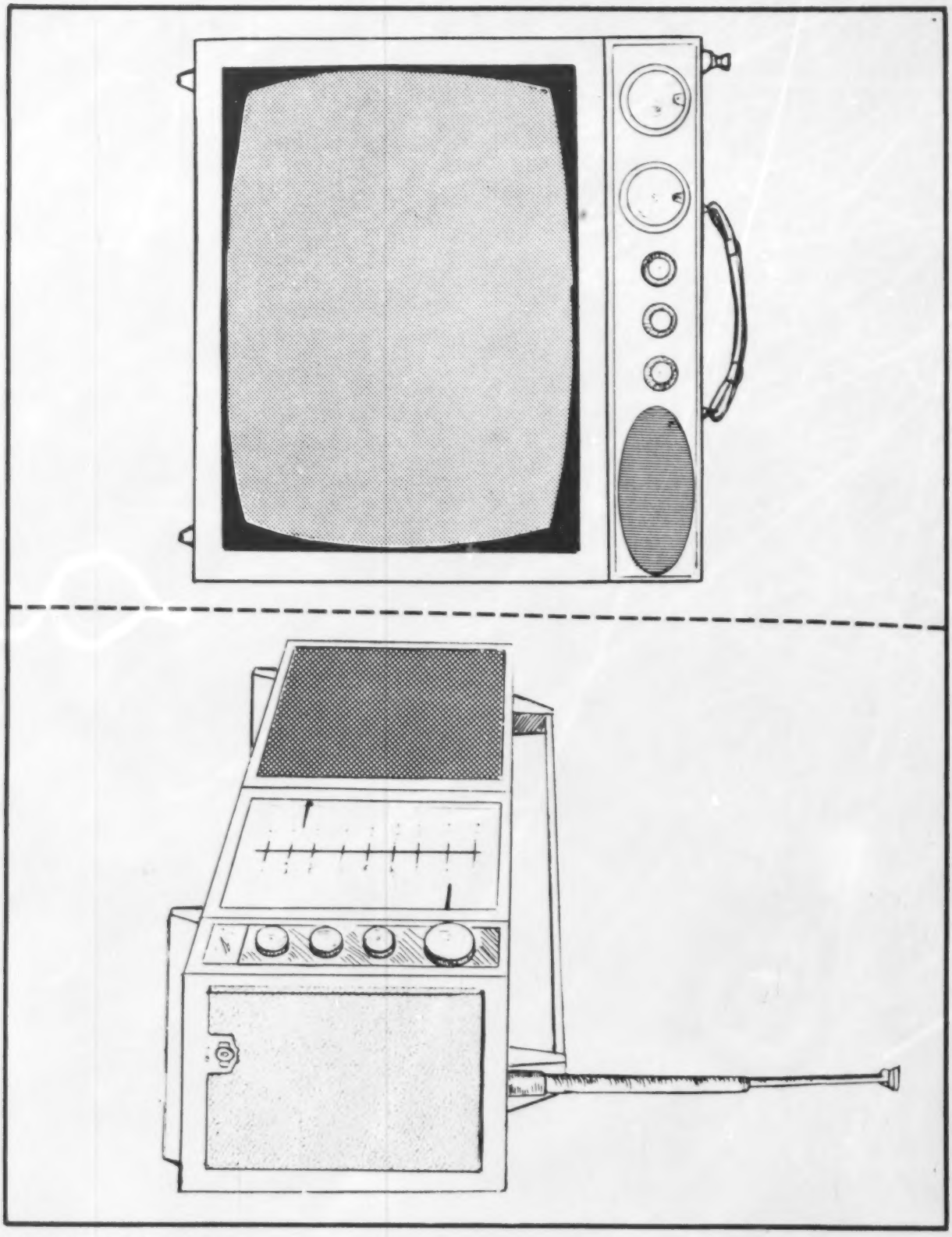

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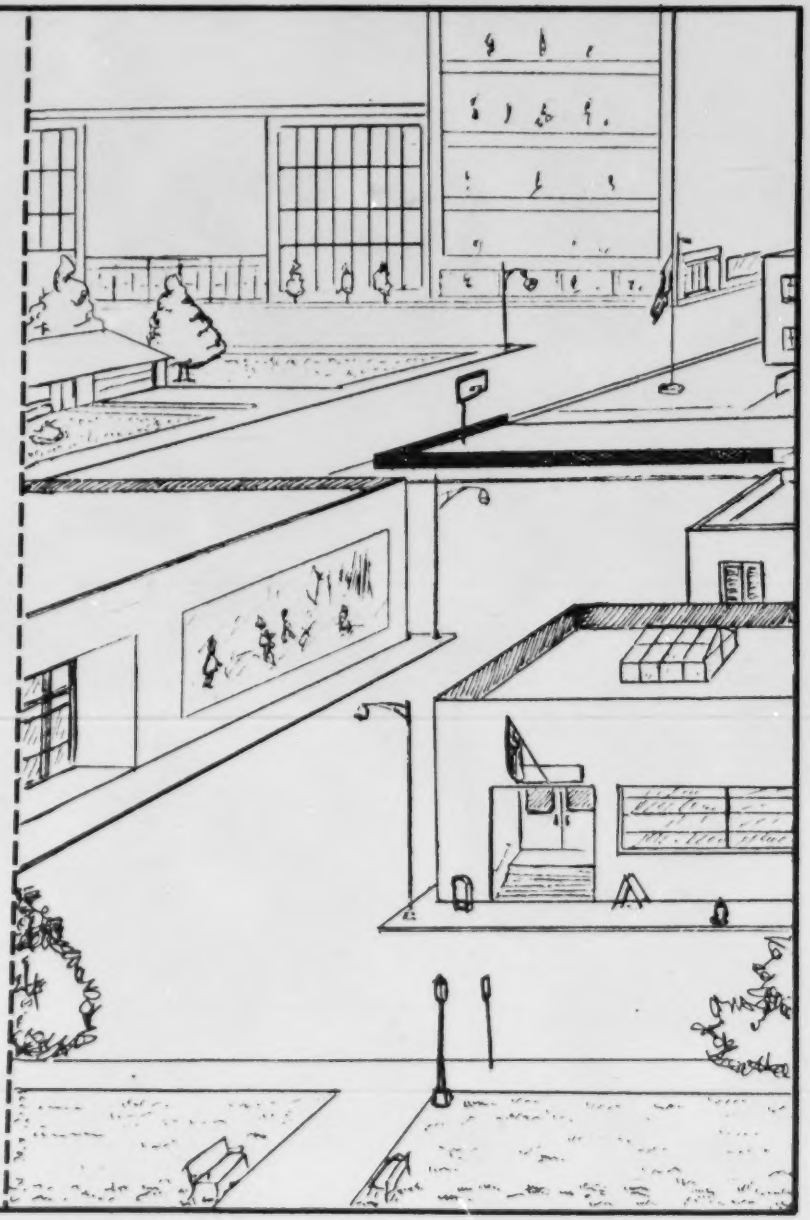

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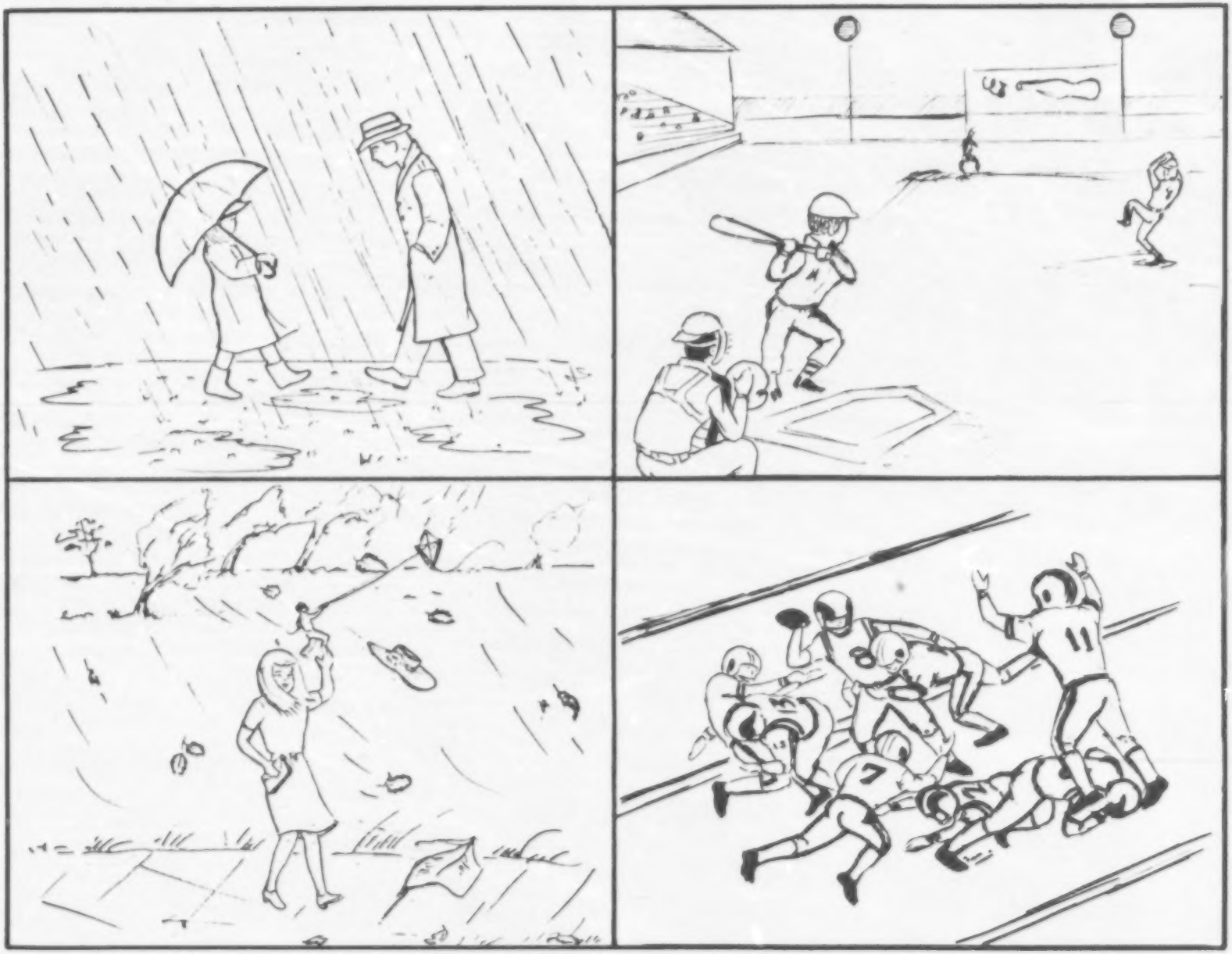

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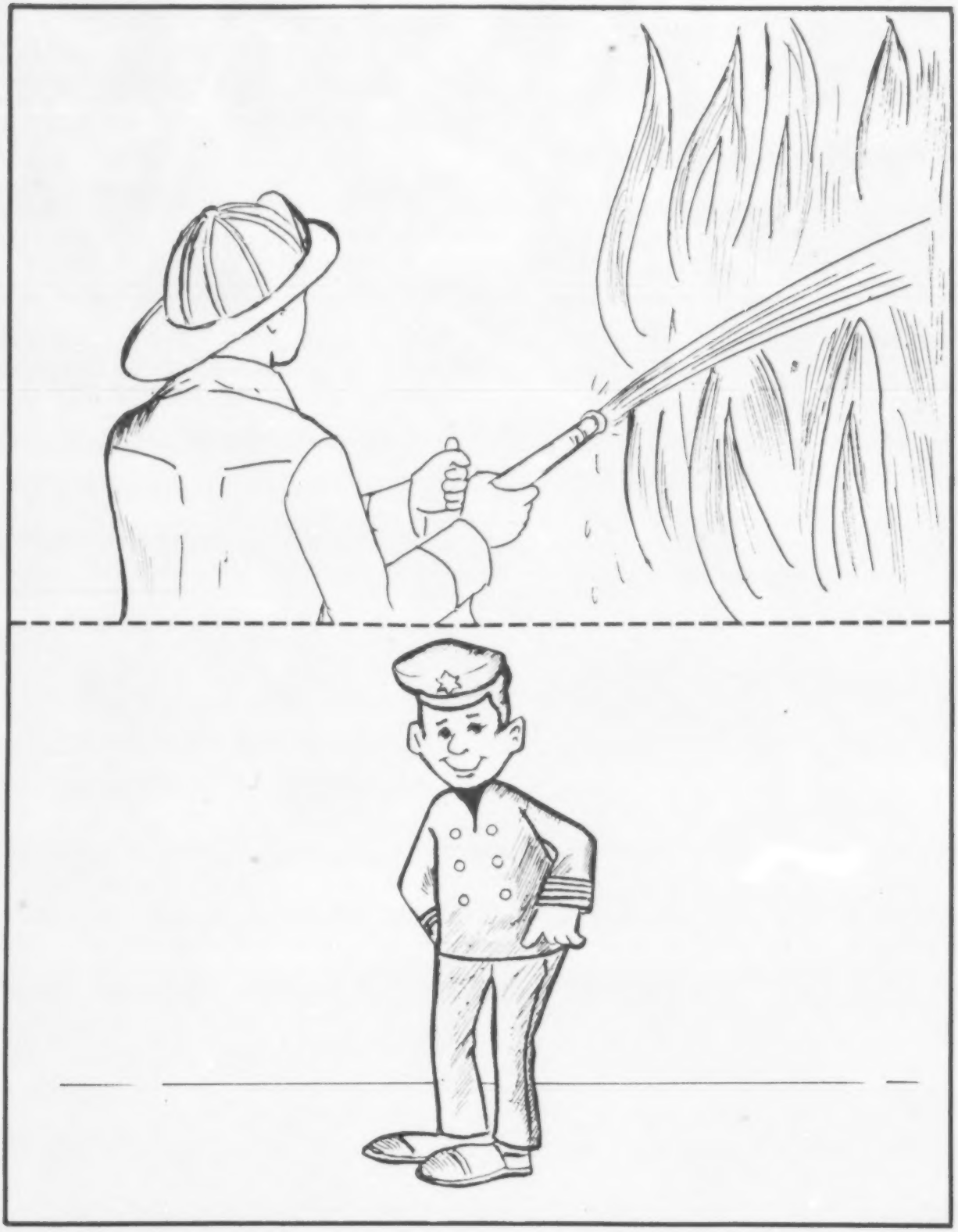

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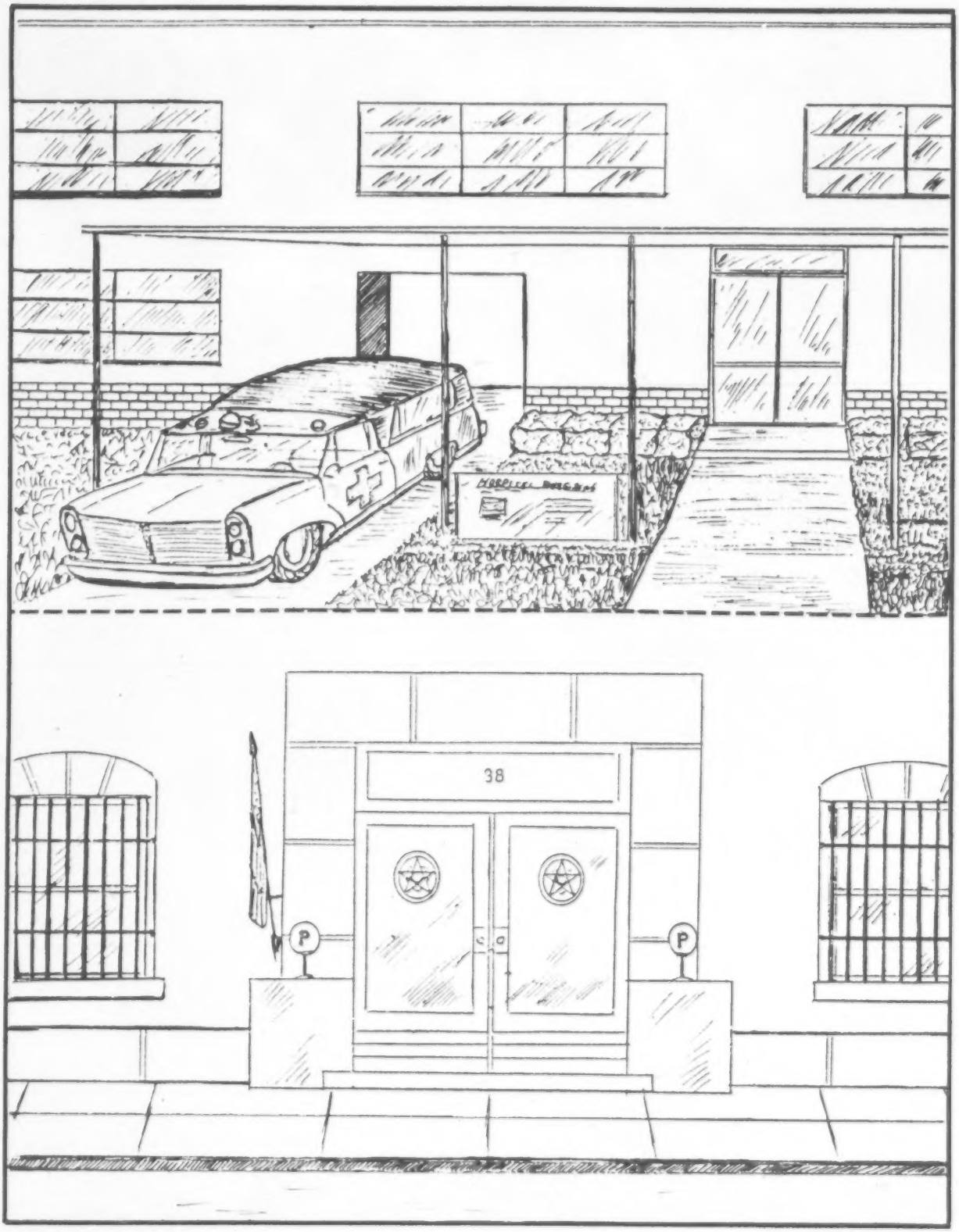

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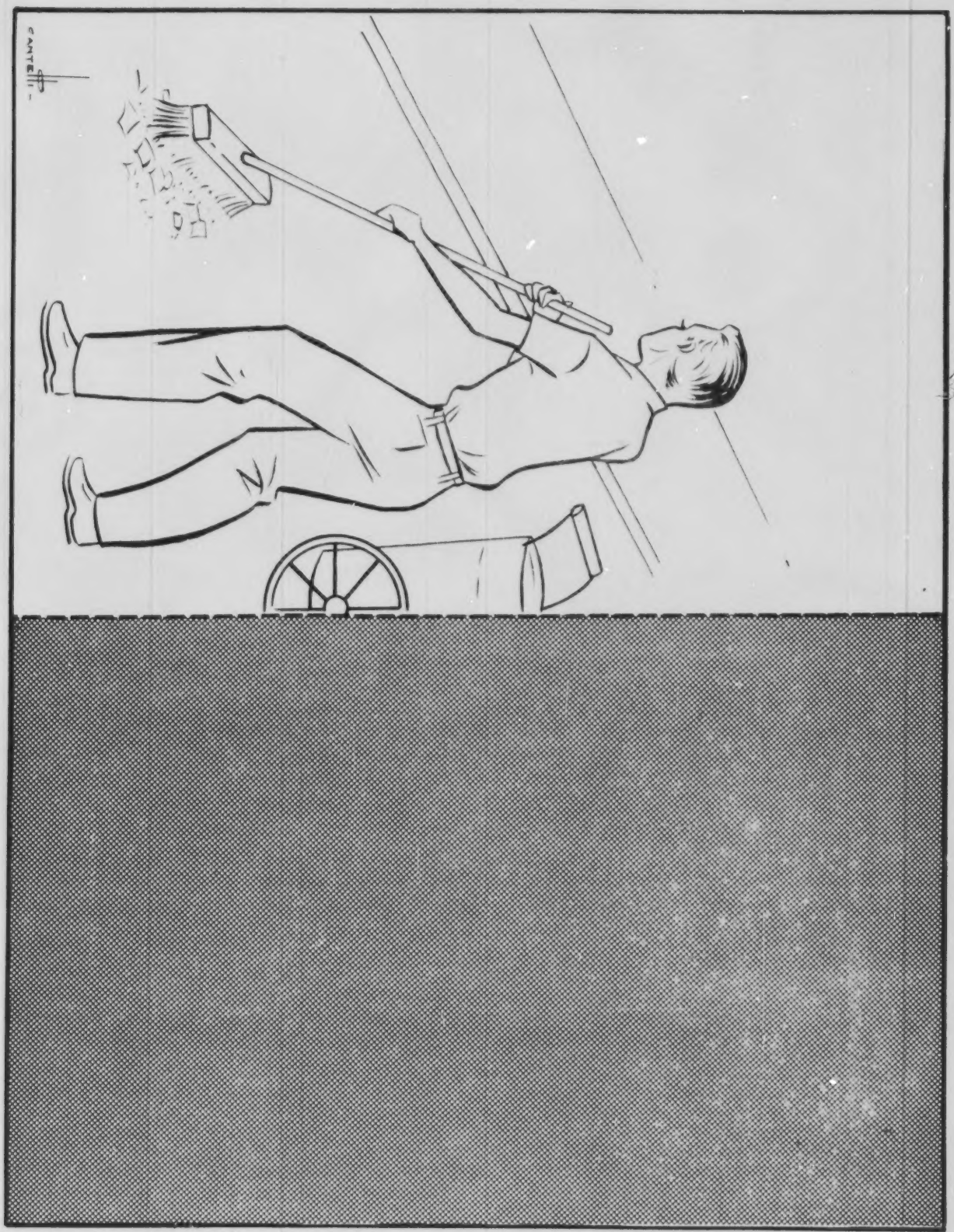

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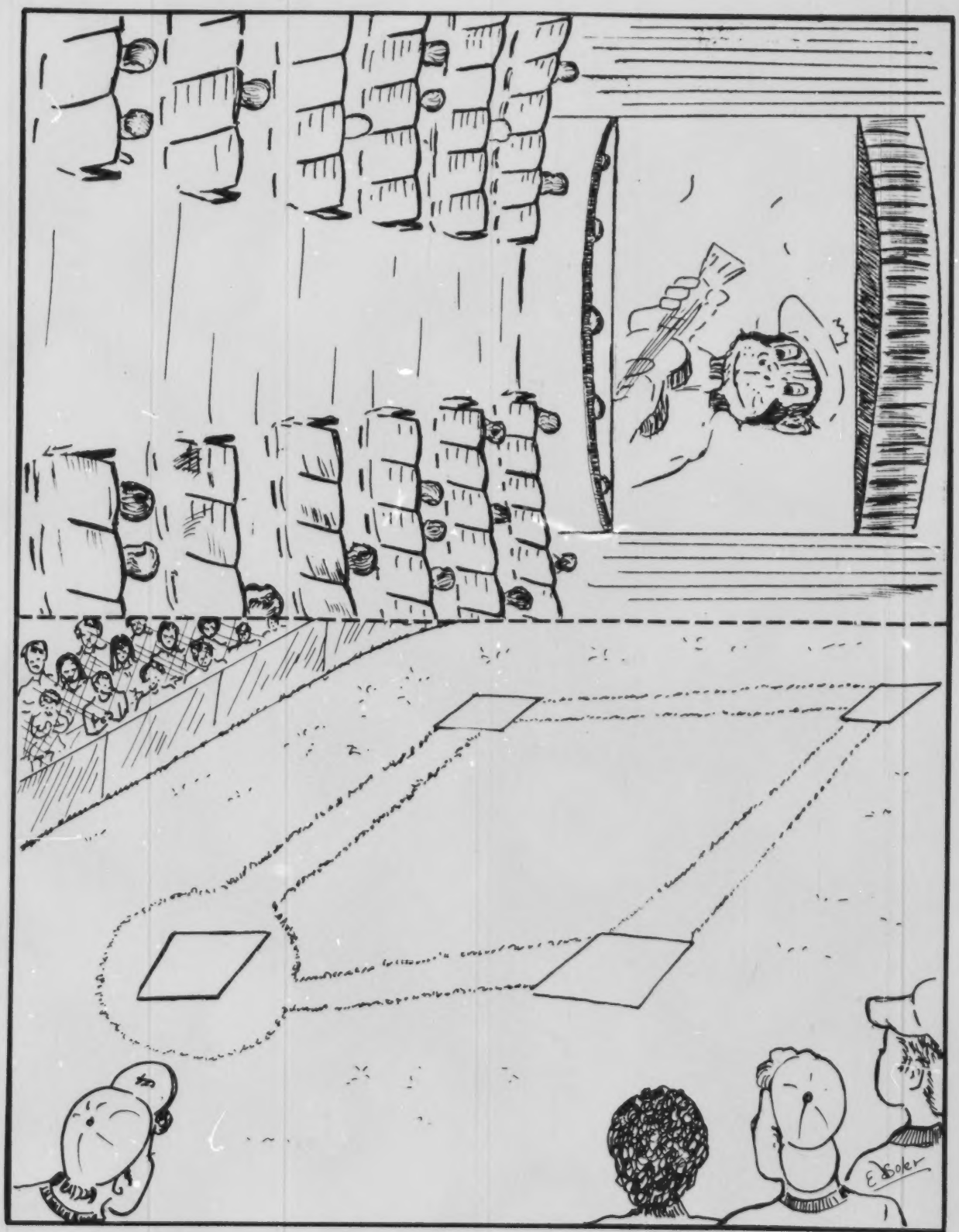

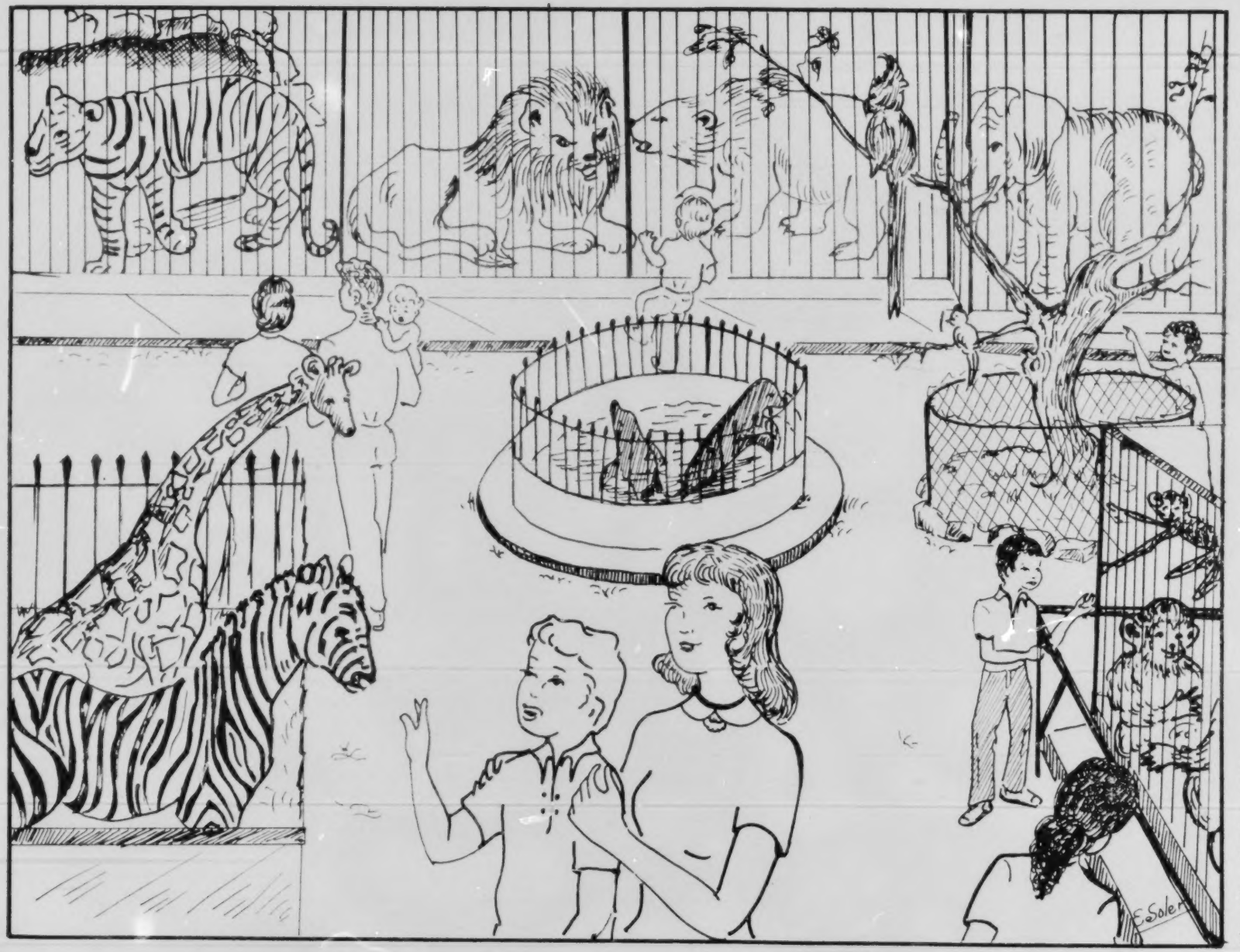

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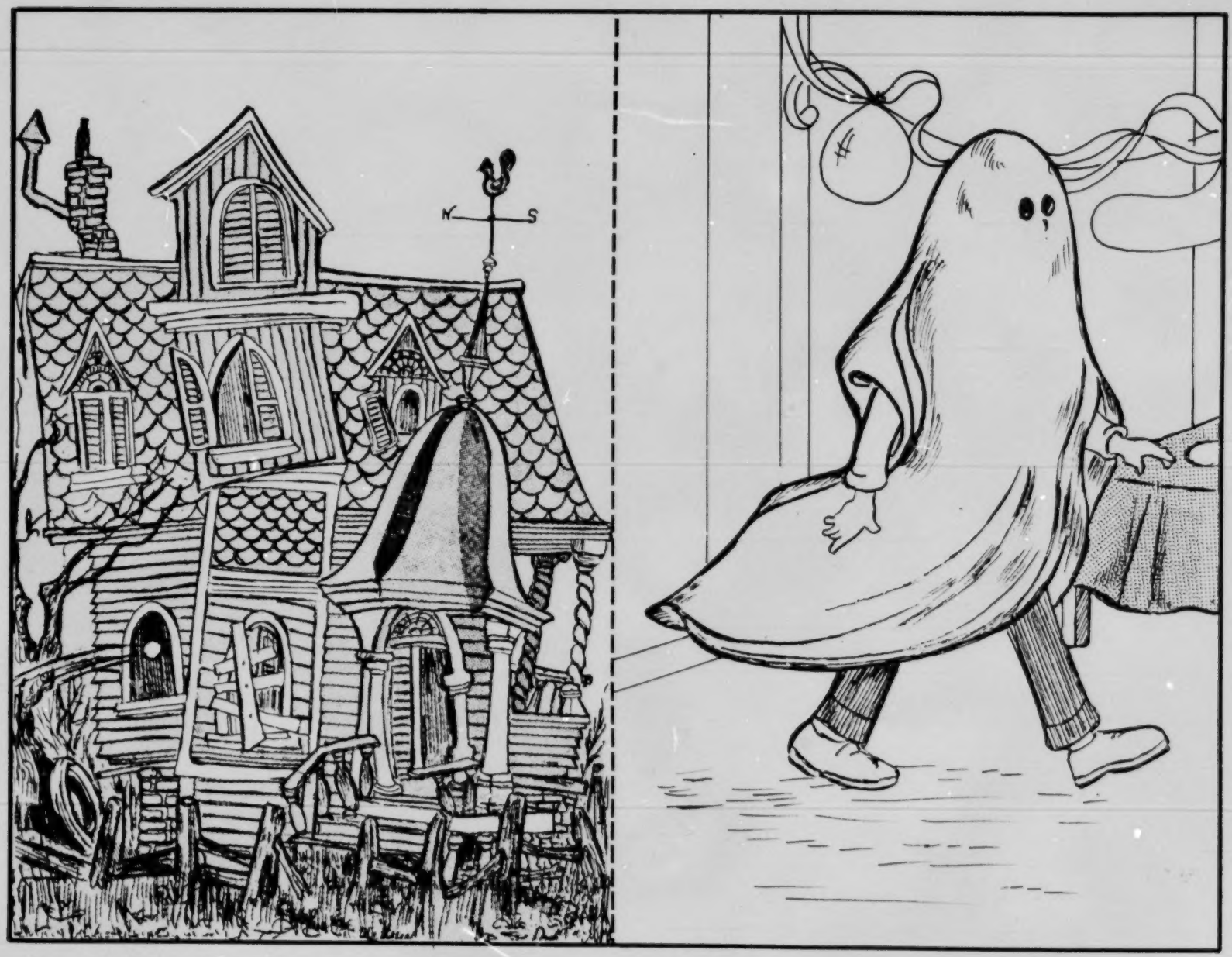

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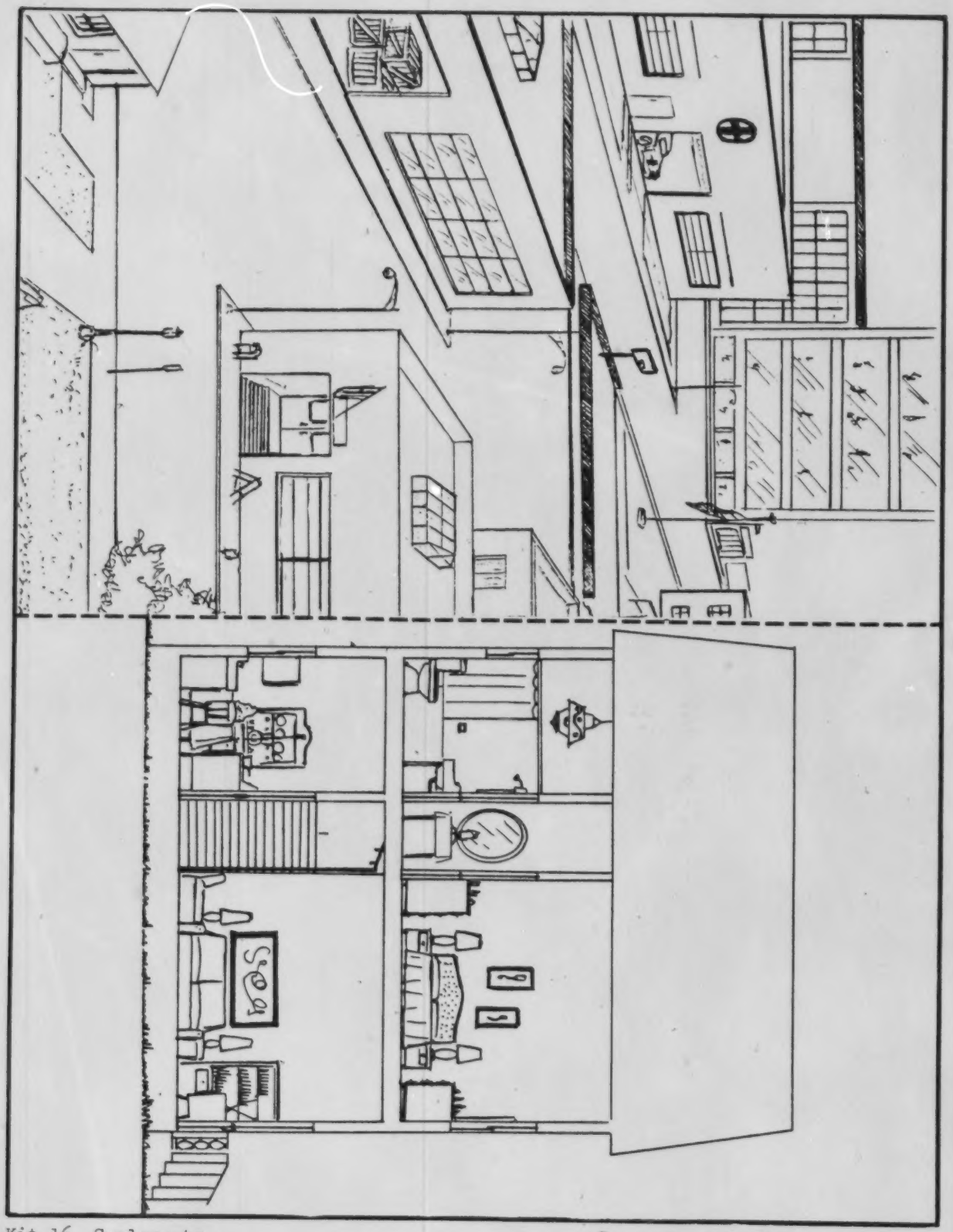

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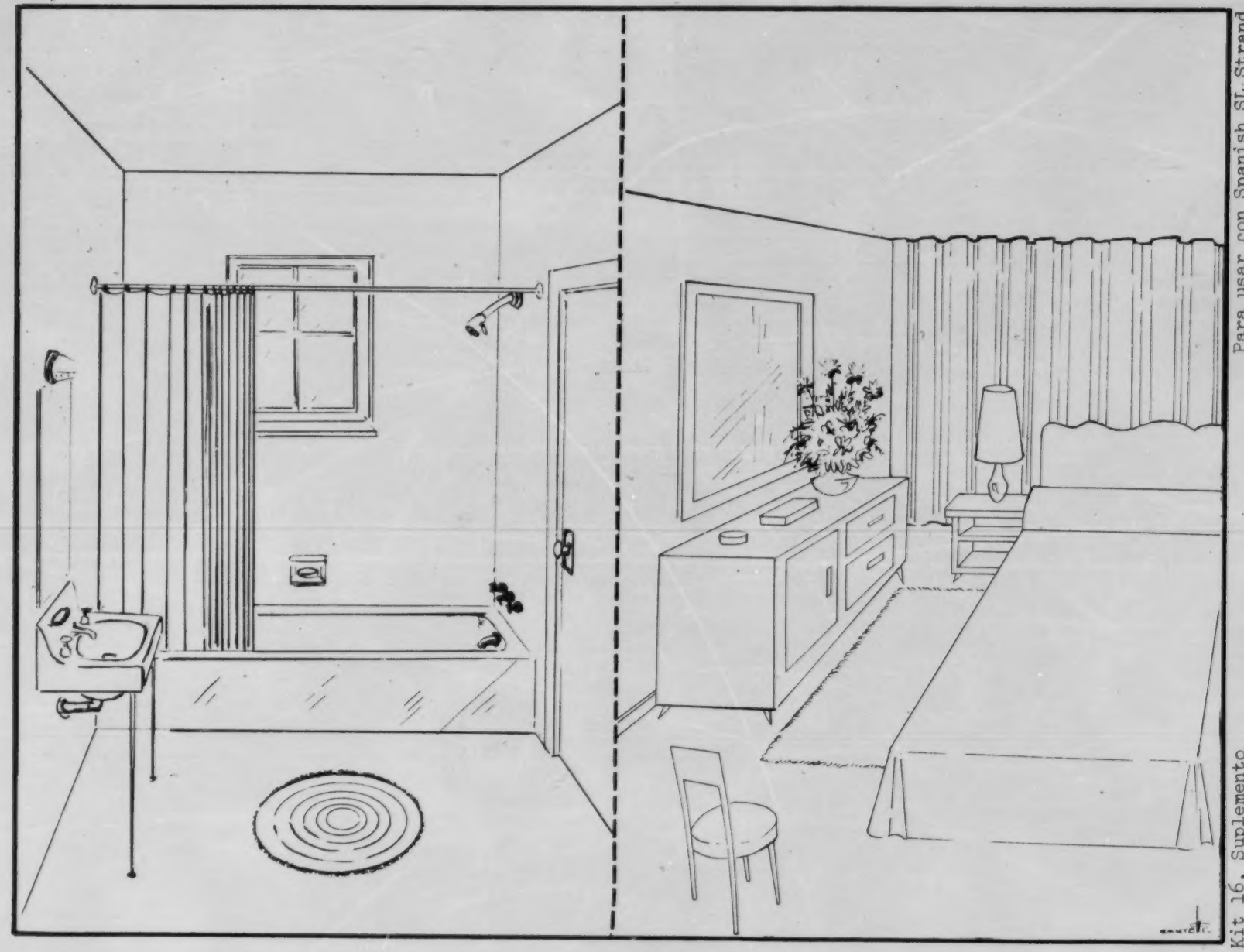

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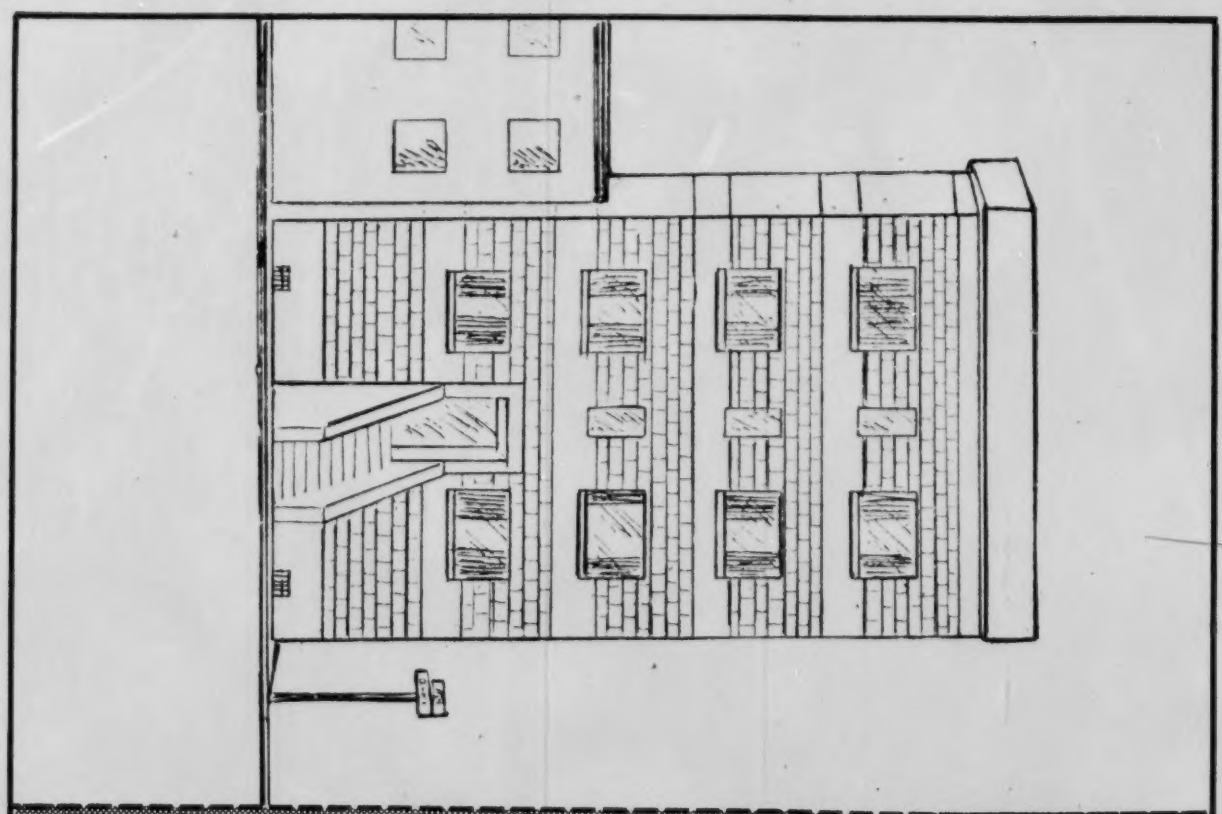

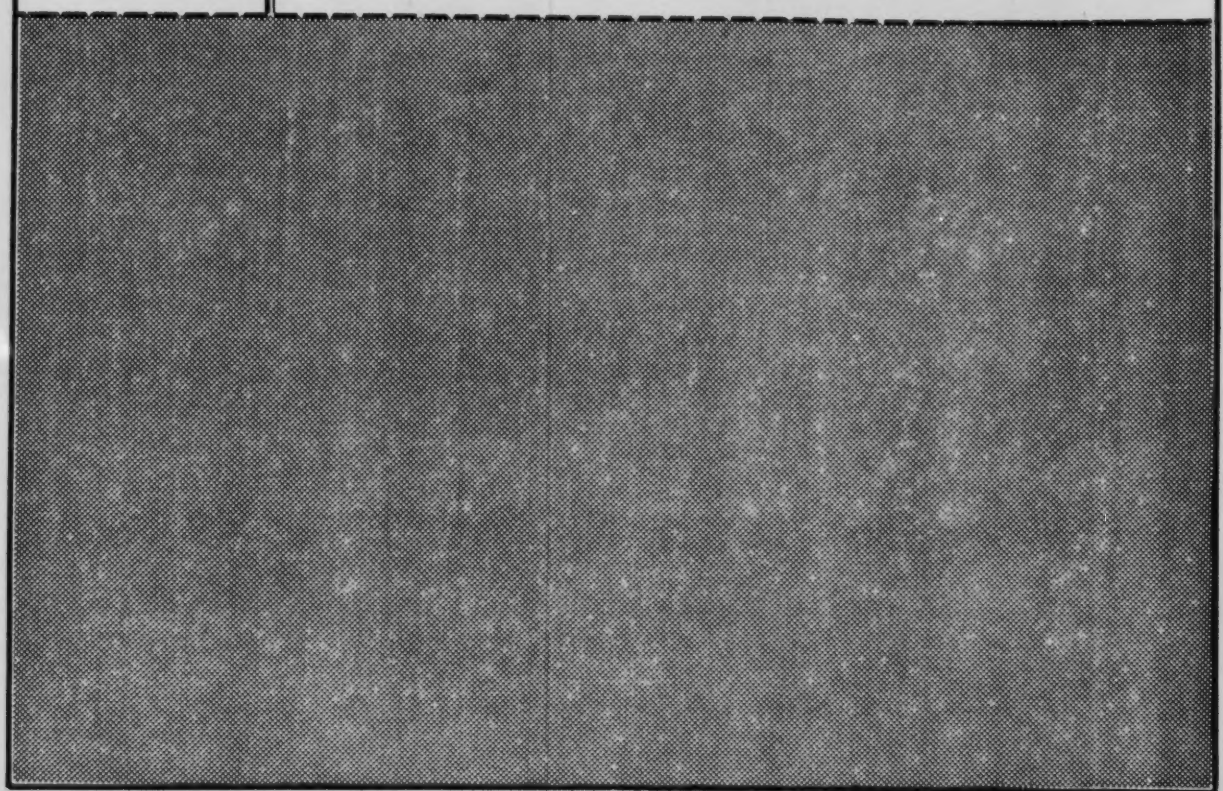

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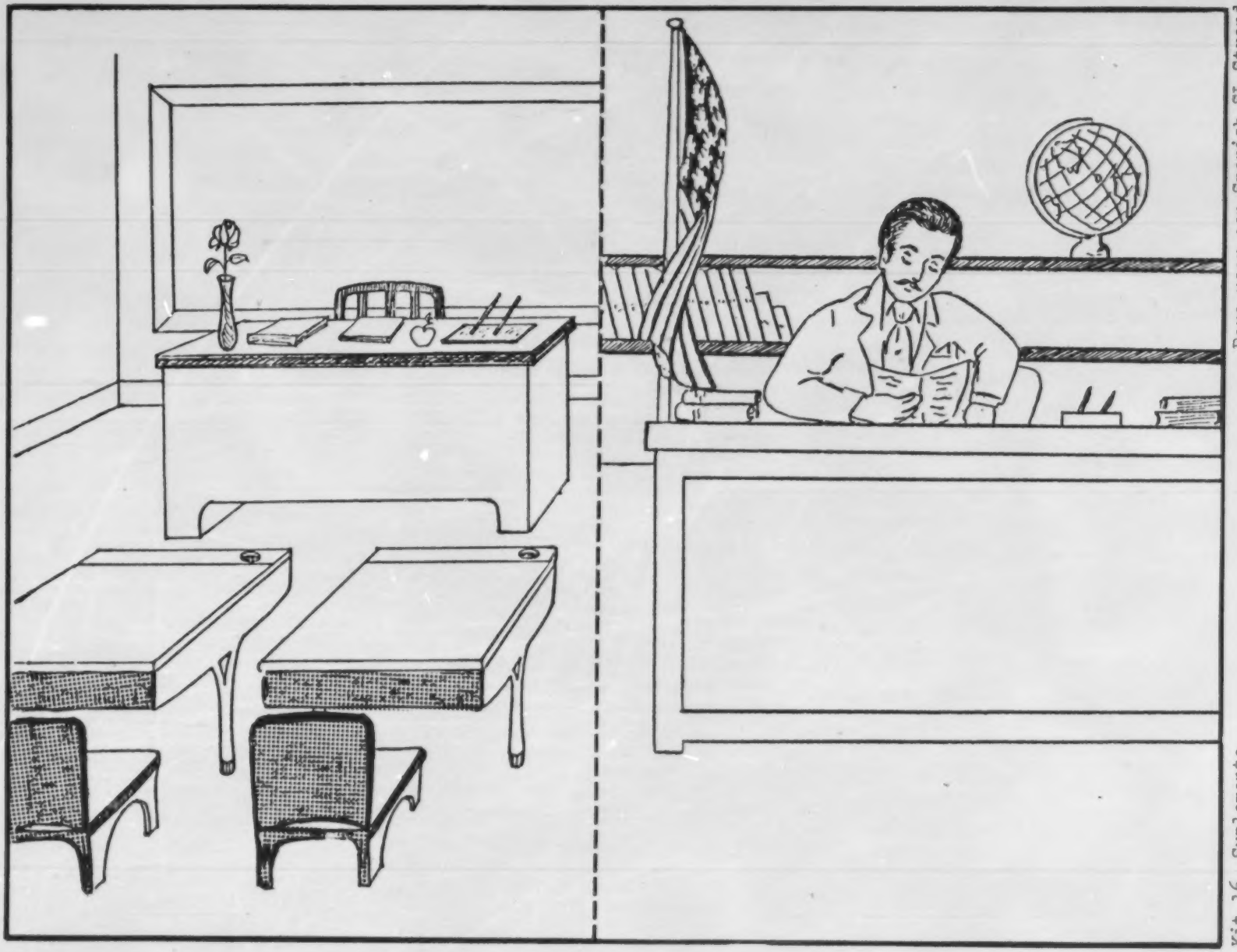

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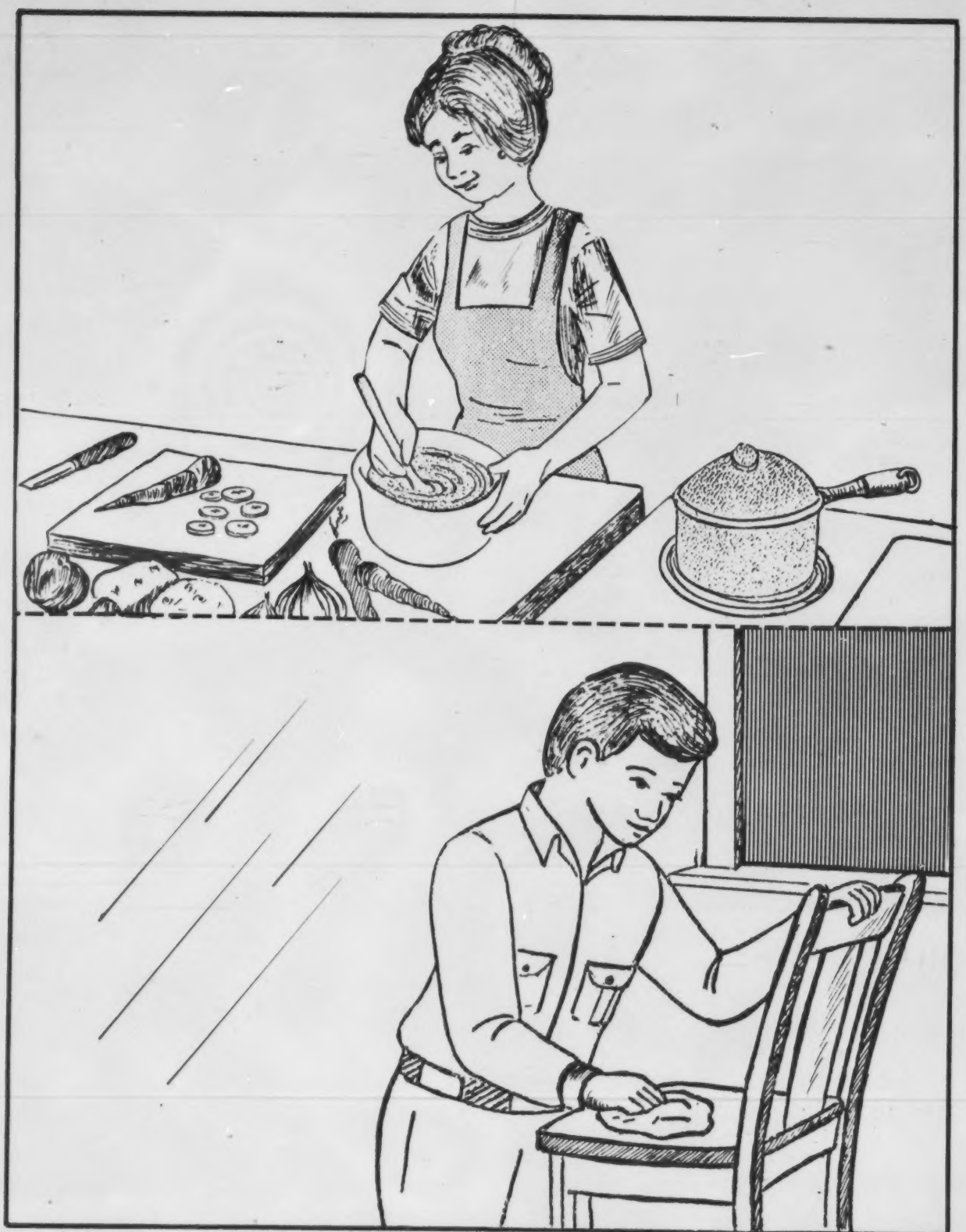

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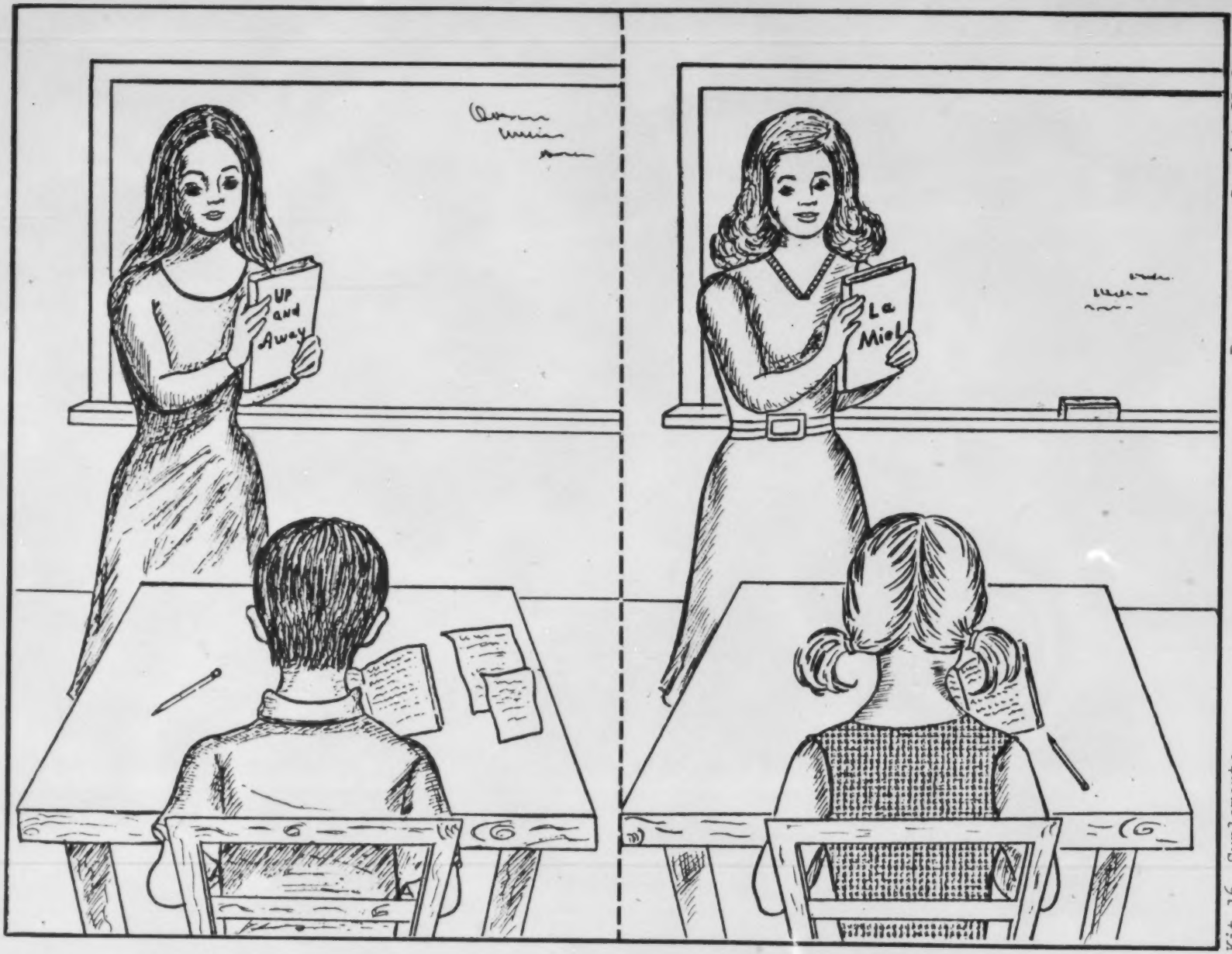

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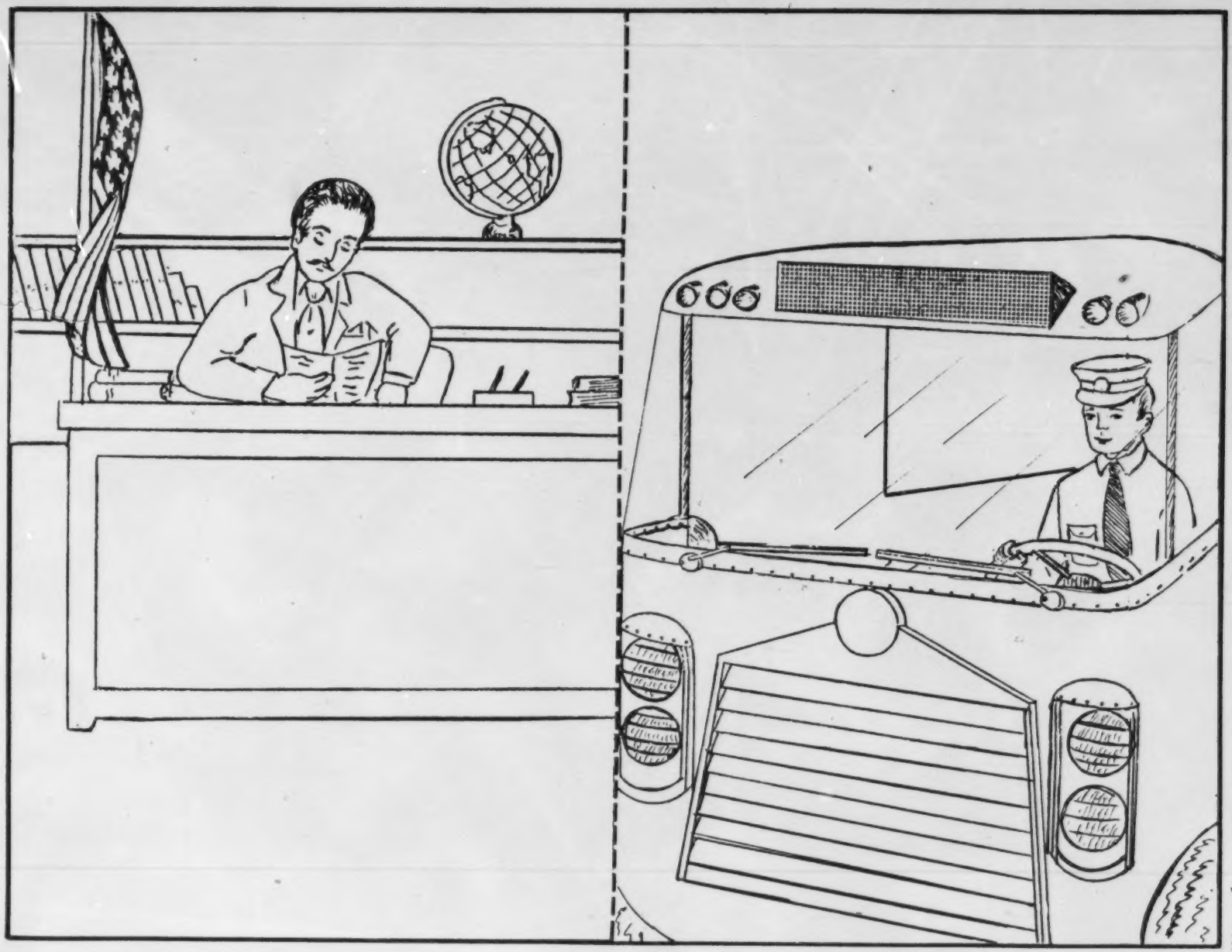

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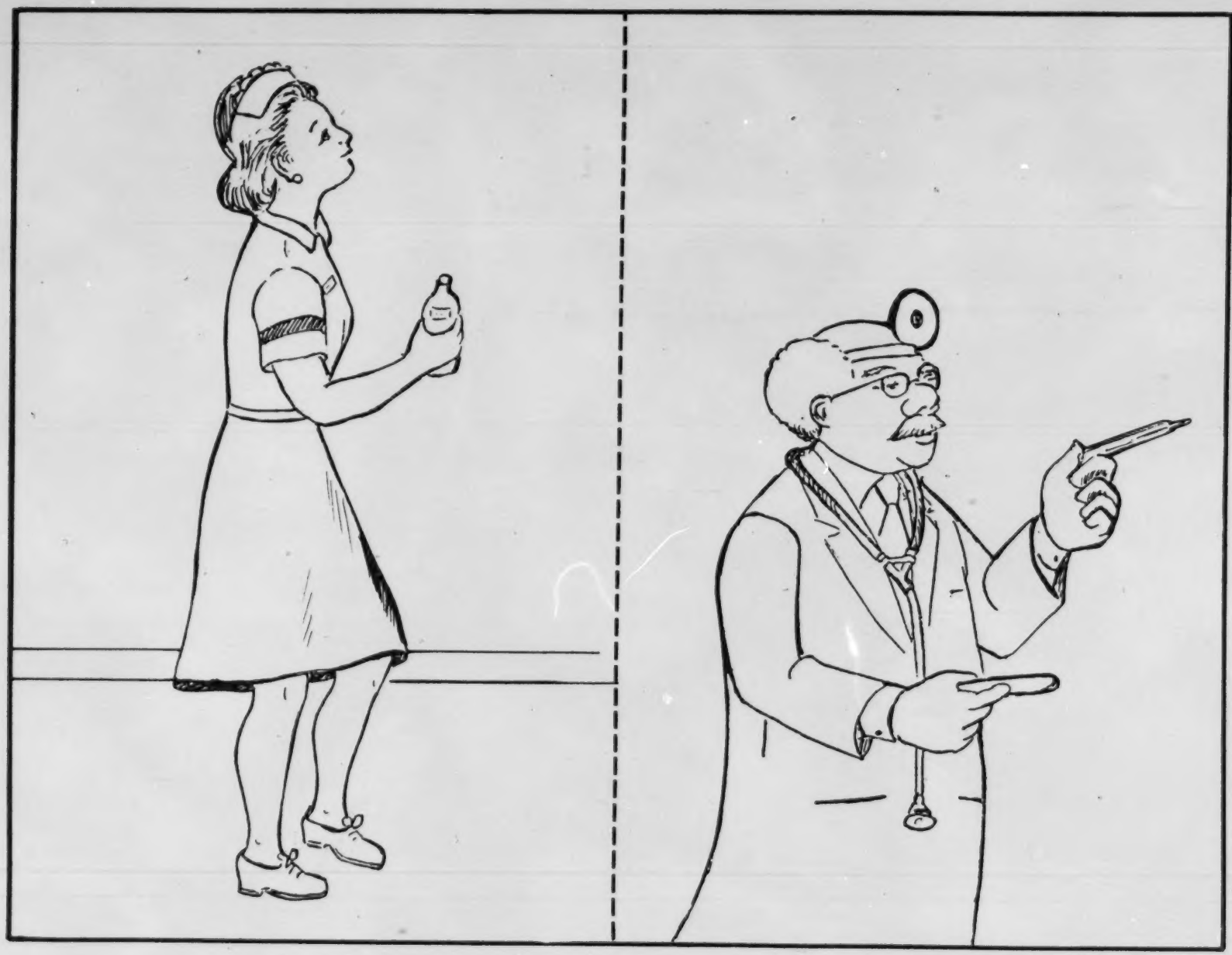

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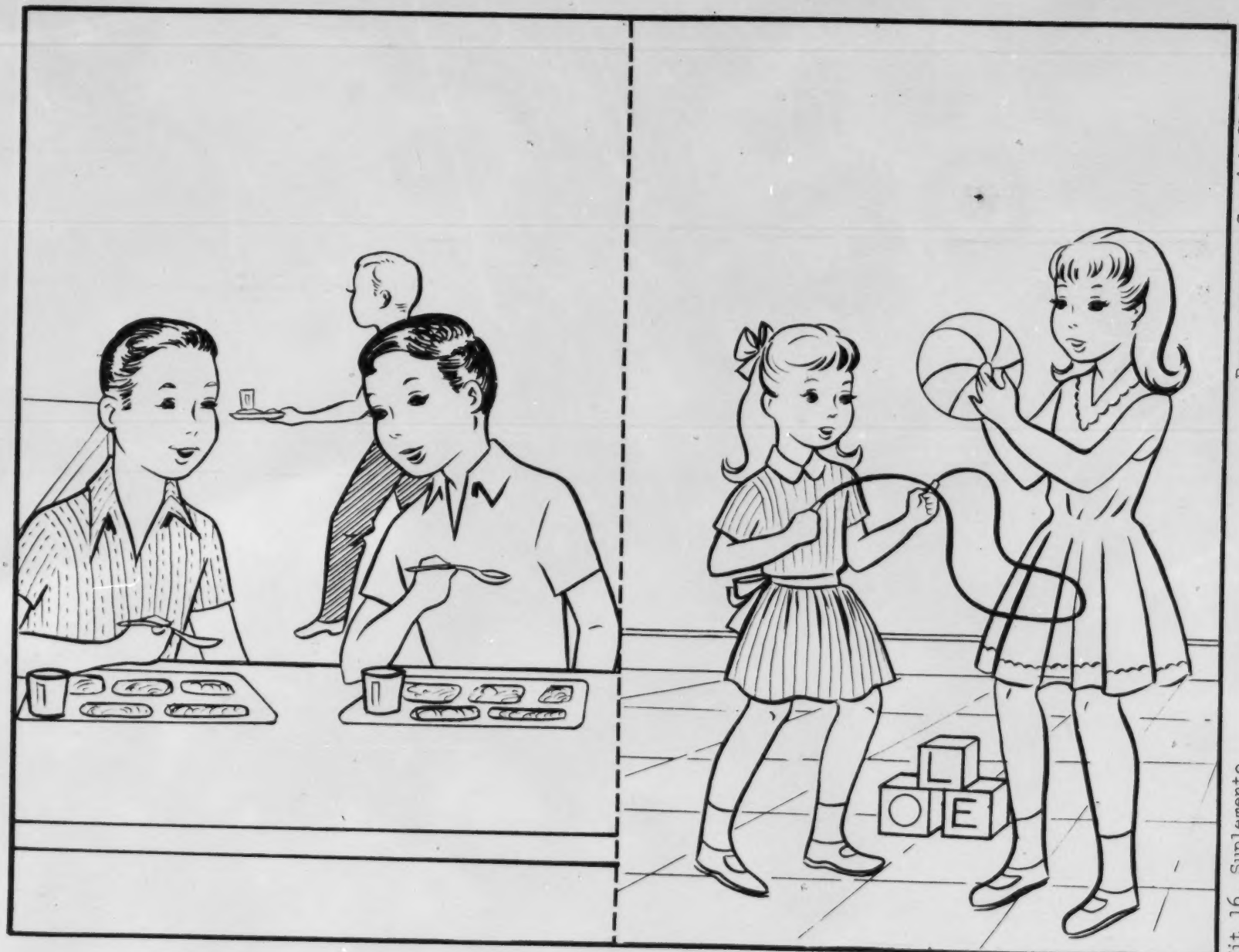

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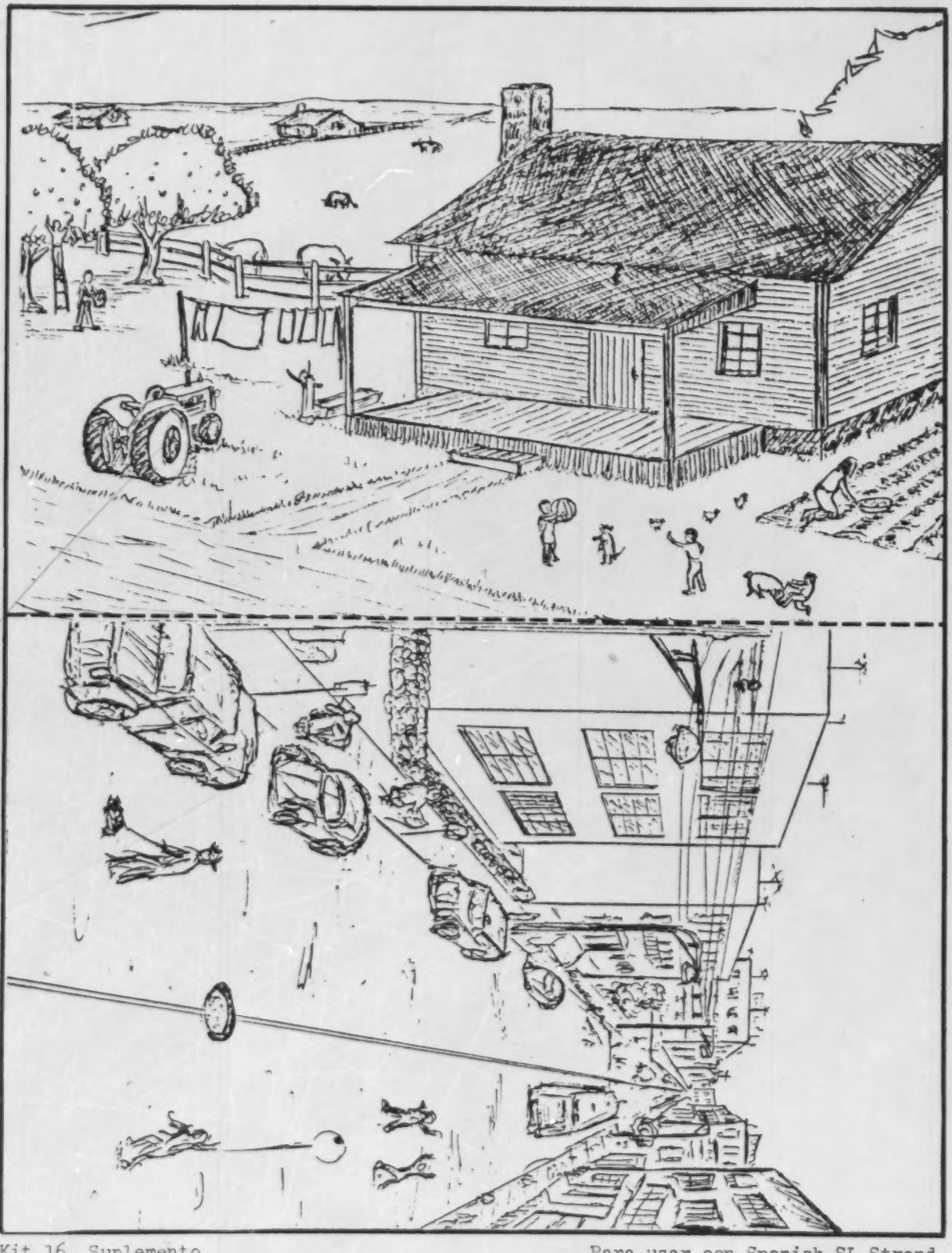

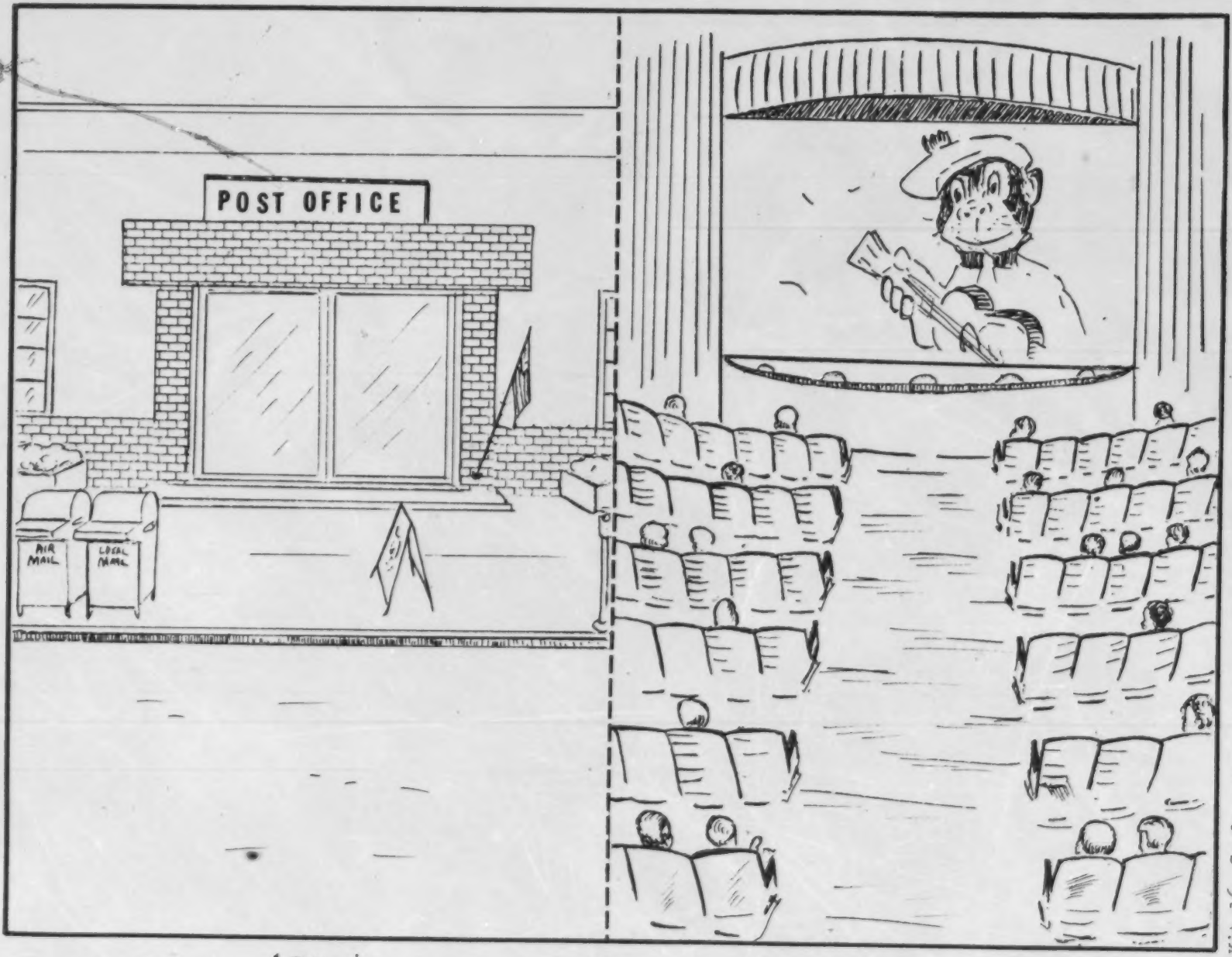

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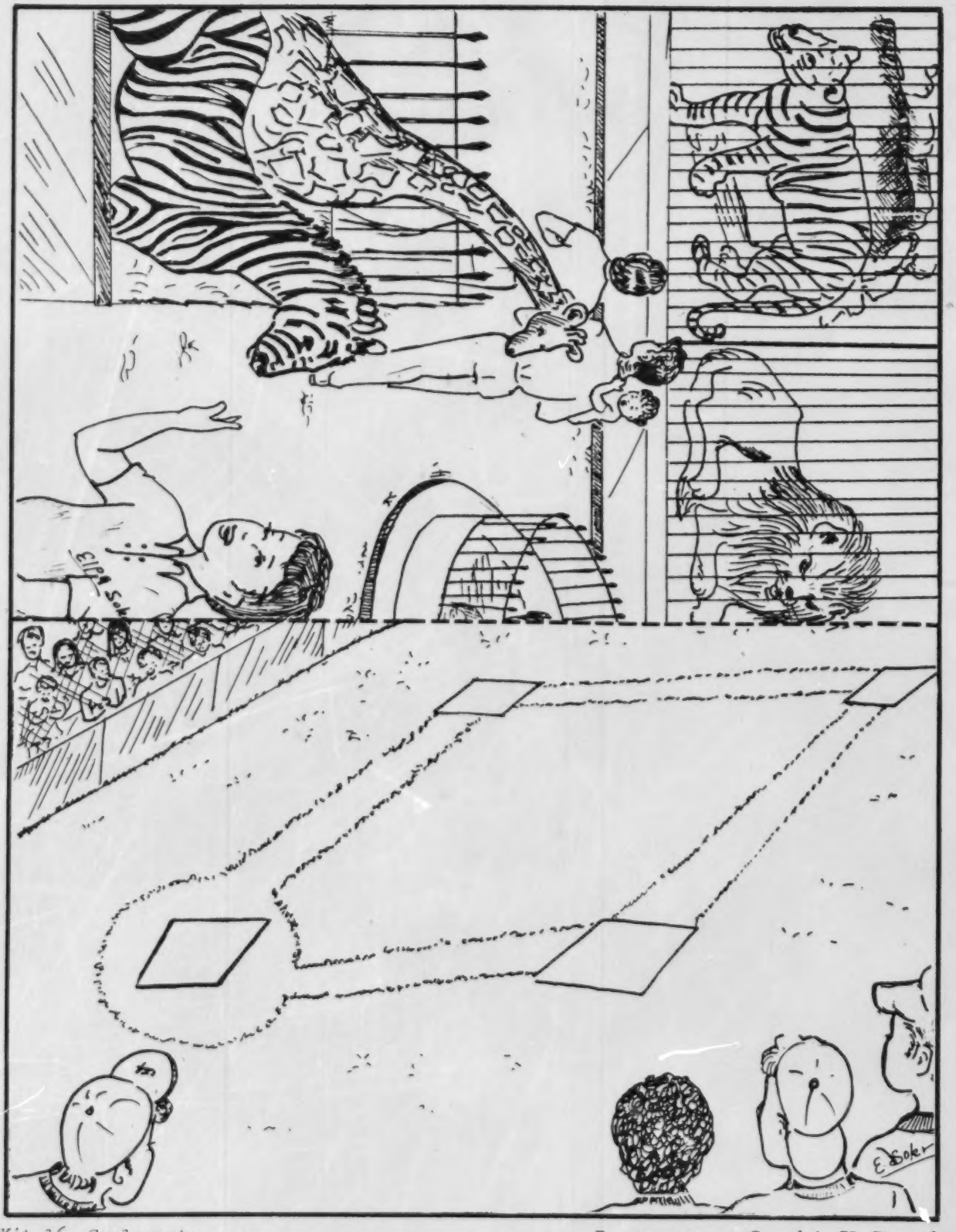

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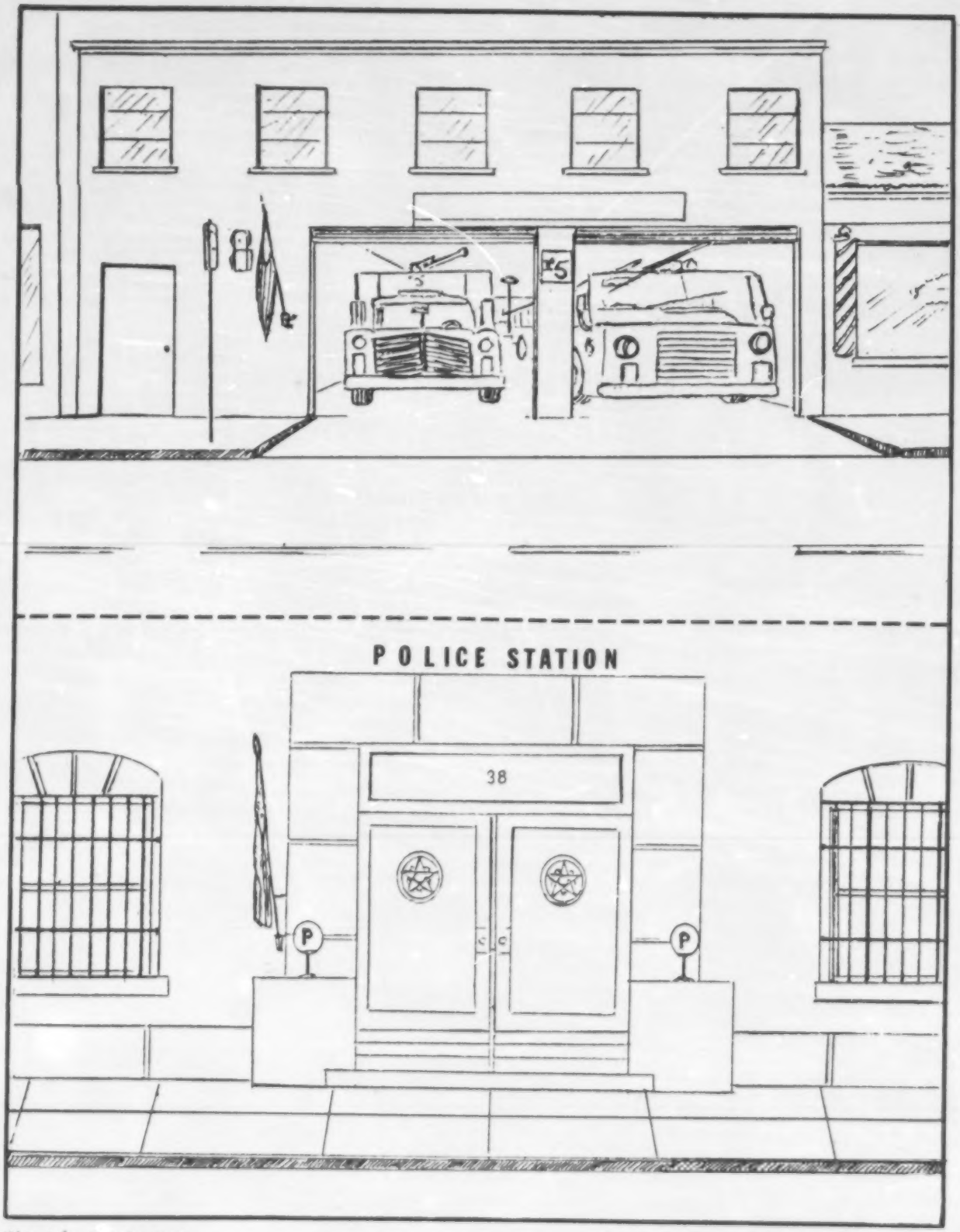
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POLICE STATION
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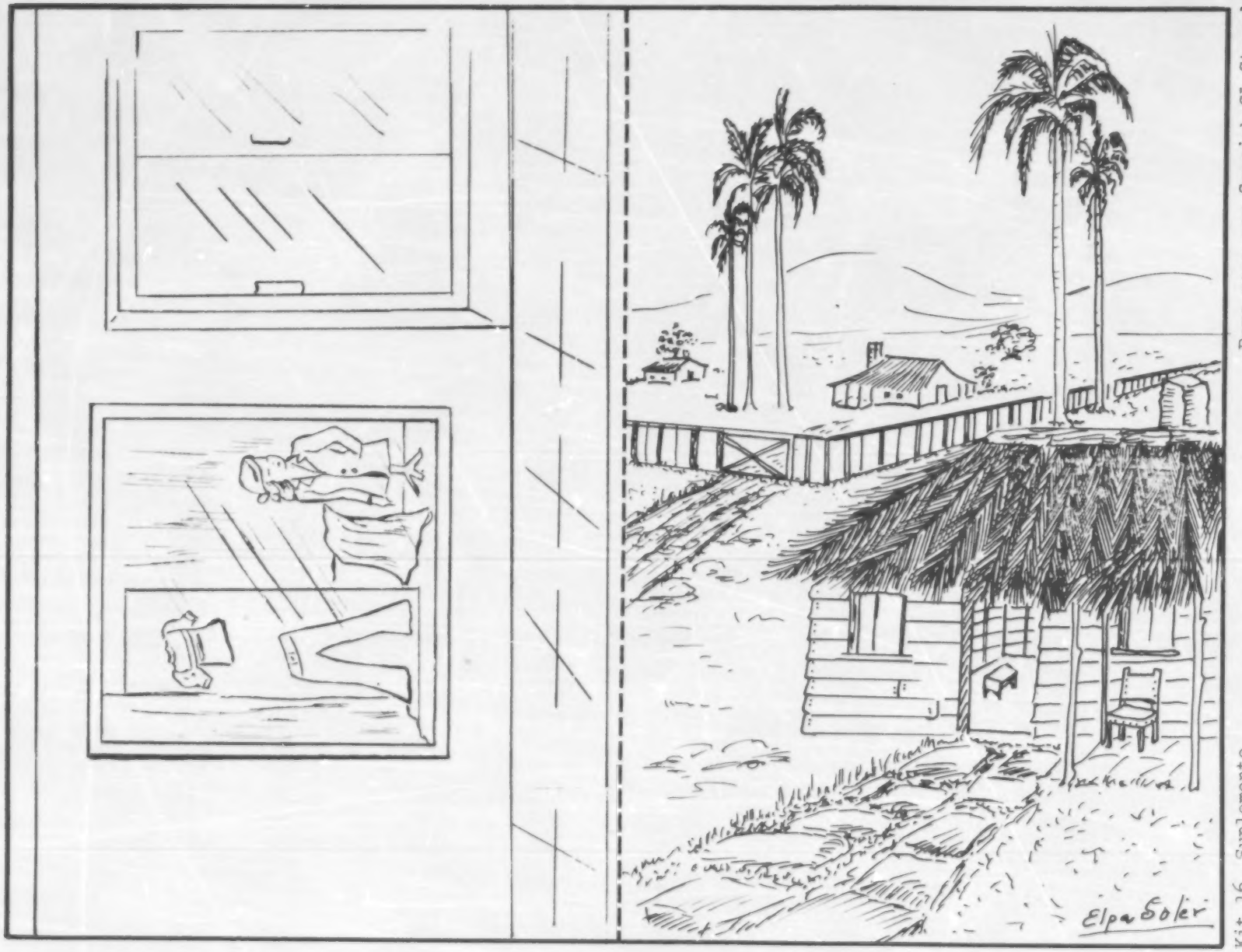

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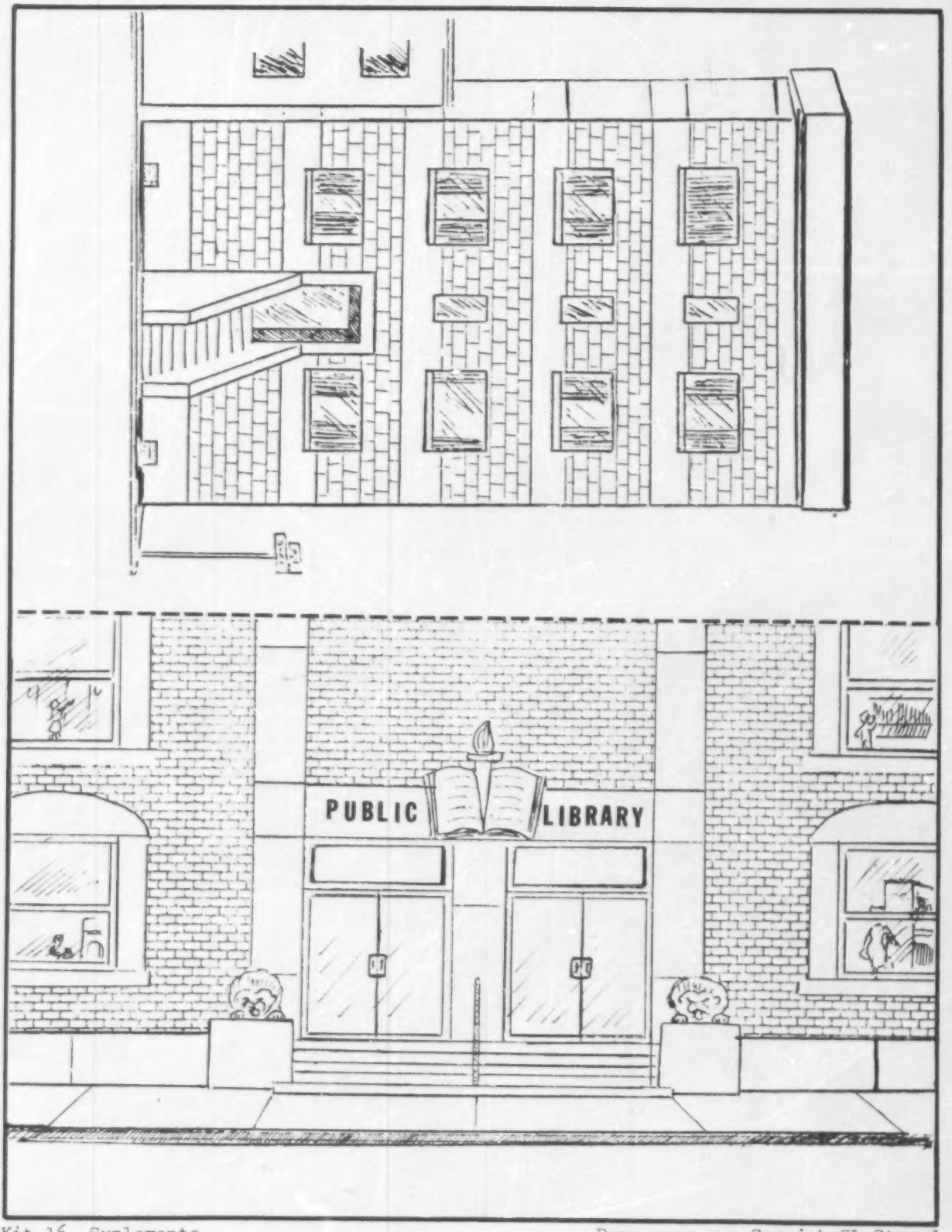
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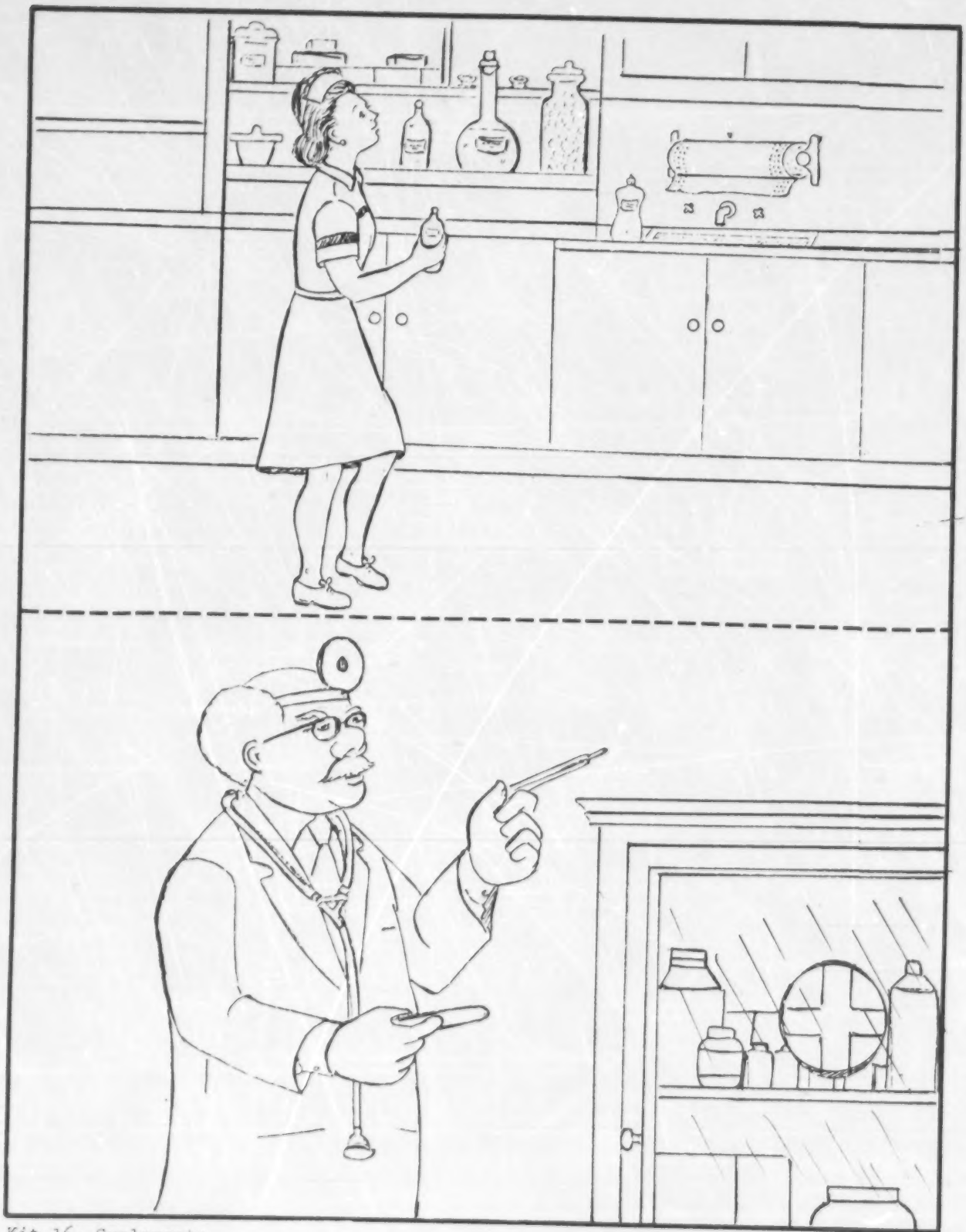

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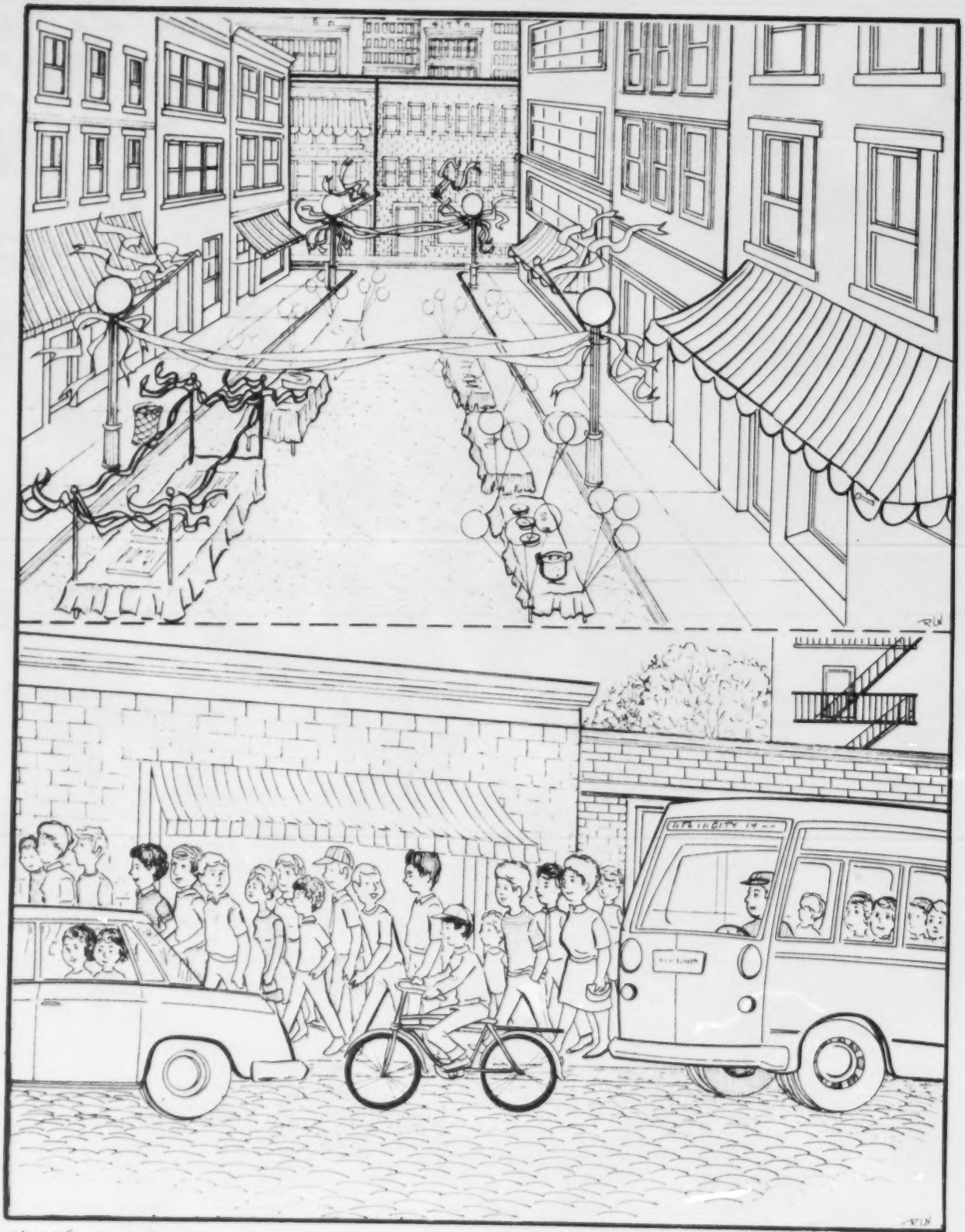

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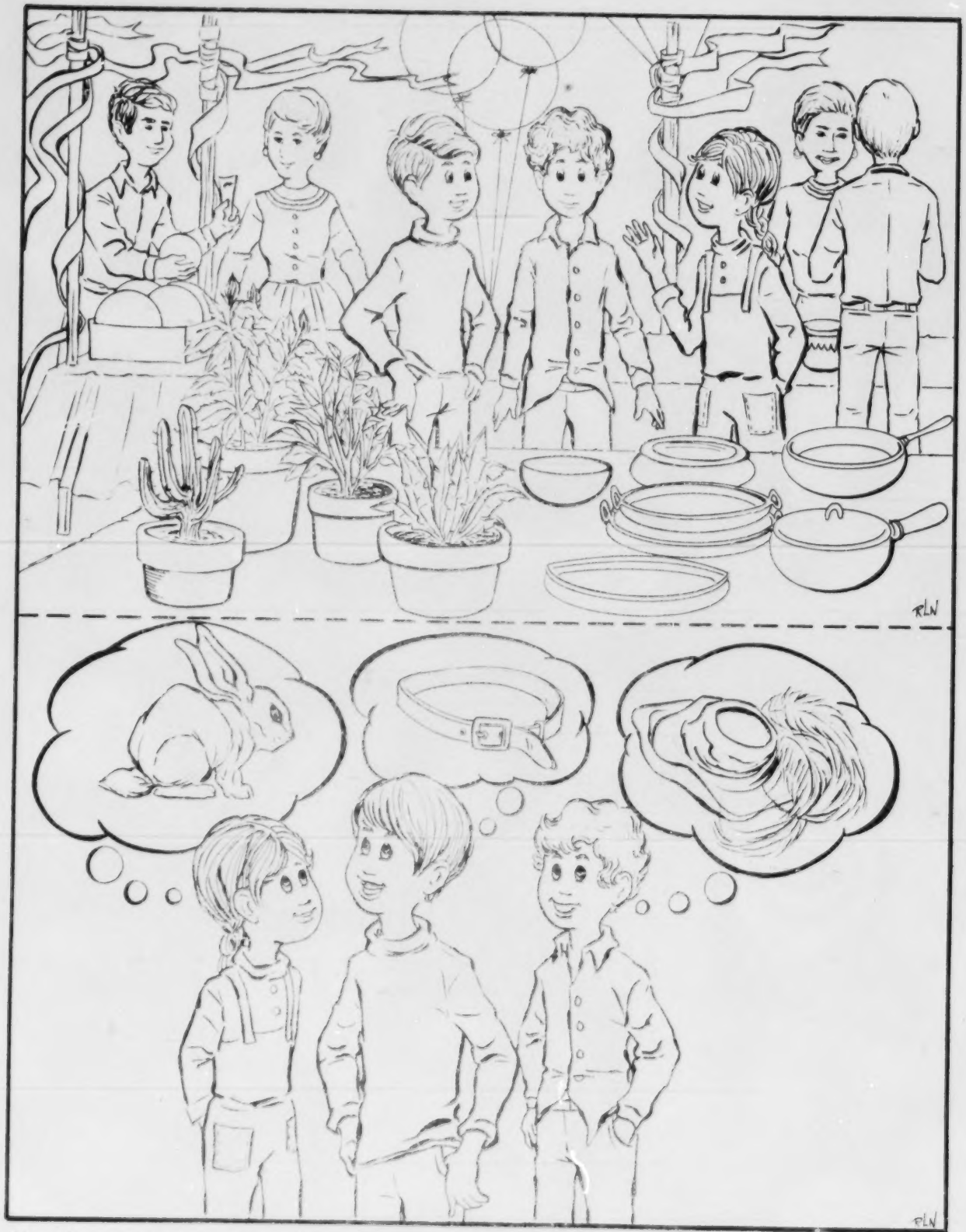

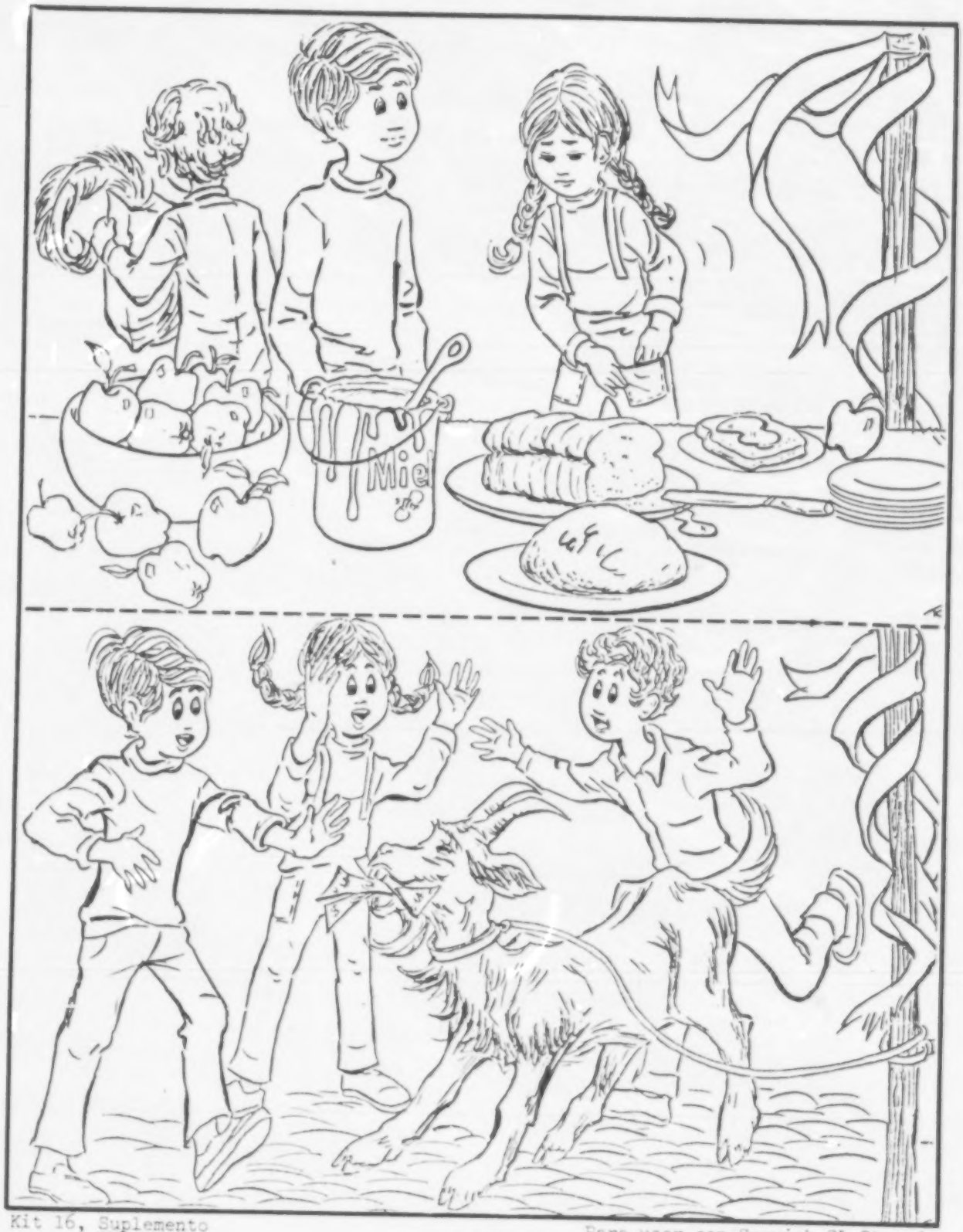
Miel

Spanish Curricula Development Center

SPANISH SL STRAND

UNIT 4 KITS 21-24

Ditto Packet

Dissemination and Assessment
Center for Bilingual Education
6504 Tracor Lane
Austin, Texas 78721

DACBE

PREFACIO

El Spanish Curricula Development Center y el Dissemination Center for Bilingual Bicultural Education se establecieron por el Bilingual Education Programs Branch, U.S.O.E., para apoyar los programas de enseñanza bilingüe. Los materiales que aquí se incluyen integran una de las diez unidades básicas de instrucción del SCDC, a nivel primario y representan un cumplimiento parcial de esa encomienda.

Cada unidad de instrucción se compone de cuatro kits y cada kit se prepara para un período de instrucción de dos a tres semanas. Los materiales abarcan cinco hilos de instrucción: Español como lengua vernácula, Ciencias Sociales, Ciencias y Matemáticas, Bellas Artes y Español como segunda lengua.

Este Conjunto de dittos revisado está basado en la información provista por los centros de experimentación a través de la nación, cuya población estudiantil incluye niños méxico-americanos, puertorriqueños y cubanos así como otros niños que representan un amplio grupo de origen hispano. Esta edición refleja las contribuciones valiosas de maestros, administradores, especialistas, coordinadores de los centros experimentales, el Curriculum Adaptation Network for Bilingual/Bicultural Education (CANBBE), y miembros de este centro que están desarrollando las ediciones regionales.

Esperamos que las escuelas que usen este Conjunto de dittos revisado continuarán expresando sus reacciones para que los materiales puedan ser revisados y lograr así el mejoramiento de esta edición.

PREFACE

The Spanish Curricula Development Center and the Dissemination Center for Bilingual Bicultural Education were established by the Bilingual Education Programs Branch, U.S.O.E., in support of bilingual instruction programs. The materials here included are components of one of ten basic instructional units for the primary level, and represent a partial fulfillment of that obligation.

Each instructional unit consists of four kits, and each kit is designed for a period of instruction of two to three weeks. Materials are provided for five instructional strands: Spanish Language Arts, Social Science, Science/Mathematics, Fine Arts, and Spanish as a Second Language.

This revised Ditto Packet incorporates feedback from field testing centers across the nation whose pupil populations include children of Mexican-American, Puerto Rican, and Cuban background, as well as children representing a wide range of other Spanish-background origins. It reflects valuable contributions of teachers, administrators, field trial coordinators, consultants, the Curriculum Adaptation Network for Bilingual/Bicultural Education (CANBBE), and members of the Spanish Curricula Development Center staff who are developing regional editions. It is our hope that schools using the revised Ditto Packet will continue to provide feedback so materials may continue to undergo revision based on actual classroom use and community response.

Elsa Sánchez de la Vega
Production Editor, DACBE

Marta Cil
Quality Control, SCDC

Joel Gómez
Director, DACBE

Ralph F. Robinett
Project Manager, SCDC

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CONTENTS

Preface iii

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INTRODUCCIÓN

Este Conjunto de dittos revisado contiene los modelos de las copias maestras de ditto para hacer reproducciones múltiples de los materiales visuales y de las hojas de tareas individuales correspondientes a las actividades de los distintos hilos de instrucción y de evaluación. Con cada copia maestra de ditto se incluye el original del cual fue hecha para que el maestro pueda hacer copias maestras adicionales si así lo desea.

En general, las hojas de trabajos individuales serán presentadas bajo la supervisión del maestro y no como trabajos independientes.

En algunos casos el maestro puede encontrar que el refuerzo que ofrecen las copias maestras ditto es insuficiente y puede preparar materiales adicionales. En otros casos, el maestro puede considerar que sus objetivos pueden alcanzarse con más eficacia en otras formas diferentes a las predeterminadas en las hojas de trabajos individuales.

Colaboraron en la confección de las ilustraciones la señorita Adelfa Cantelli y las señoras Rose L. Nash, Irma Laucirica, Olga Alonso y Elpa Soler y el señor Paulino Fernández.

INTRODUCTION

This revised Ditto Packet contains ditto masters for making multiple copies of visuals and individual seatwork sheets for the different instructional strands and assessment activities. Accompanying each ditto master is the original from which it was made and from which the teacher may make additional ditto masters if he wishes.

By and large the worksheets for individual pupils are to be presented under supervision rather than presented as independent tasks.

In some cases, the teacher may find that the reinforcement provided through the ditto sheets here presented is insufficient and will wish to prepare additional practice materials. In other cases, the teacher may consider that his goals can be achieved most effectively in ways other than those implied by predetermined worksheets for each pupil.

Collaborating in the preparation of the illustrations were Adelfa Cantelli, Rose L. Nash, Irma Laucirica, Olga Alonso, Elpa Soler and Paulino Fernández.

Carmen Otero
Chairman, Kit Manufacture

KIT 13

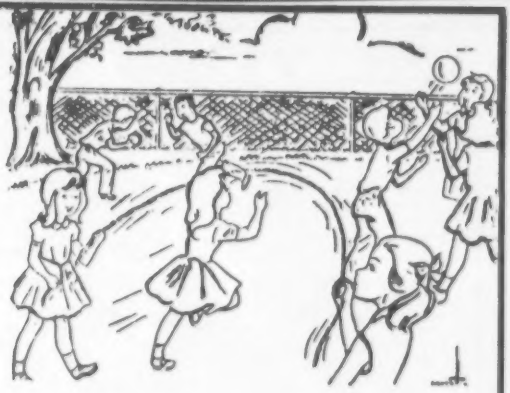
(Pages 1-19)

Es un

Es una

Es un

Es una



Es un

Es una

Es un

Es una

Es un

Es una

son

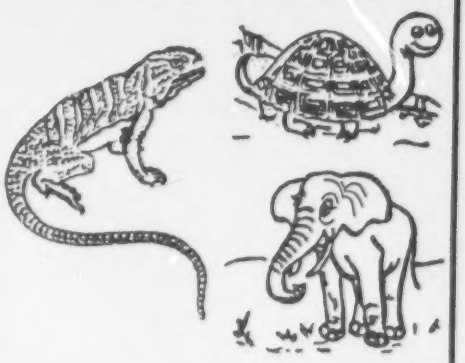
---

están

Para usar con Spanish SL, Strand

Kit 13, Conjunto de dittos

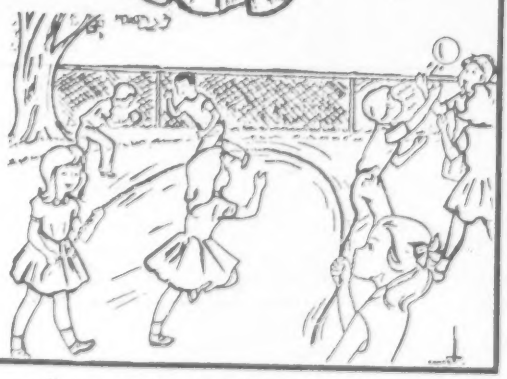
Todos son están



Todos son están en una

Todos son están

Todos son están en un



Soy

un

buen

amigo

6

gato

pato

conejo

Kit 13, Conjunto de dittos para usar con Spanish SL Strand

Es un gato.

Es un pato.

Es un conejo.

Es un oso.

Es un sapo.

9, ___, 11	14, ___
___, 10, 11	___, 18, 19
17, ___, 19	17, 18, ___

Kit 13, Conjunto de dittos

Para usar con Spanish SL Strand

comen

come

Para usar con Spanish SL Strand

Kit 13, Conjunto de dittos

Todos comen.

Todos están en una fiesta.

Todos están en la nube.

Tato trae la miel.

Nino trae a Mago Hugo.

Boni trae el pan.

Gogo trae la miel.

Boni trae a Mago Hugo.

Tato trae la miel.

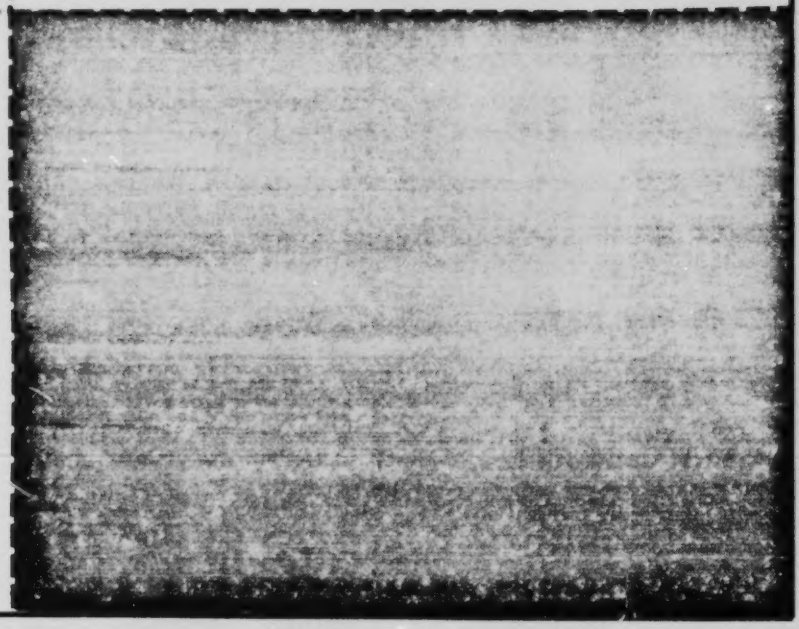
Para usar con Spanish SL Strand

Kit 13, Conjunto de dittos

siente

mal

les



Para usar con Spanish SL Strand

Kit 13, Conjunto de dittos

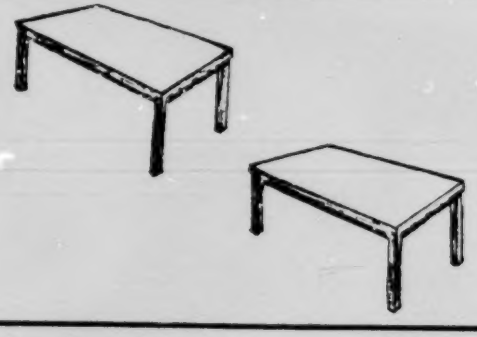
1					
	come comen	Mago Gogo	trae cae	Popa sopa	las alas

2

Todos come. comen.

Son en una fiesta. Están

Son mesas. Están



Para usar con Spanish SL Strand

Kit 13, Conjunto de dittos

Hugo	Gogo
es	un
buen	amigo

Para usar con Spanish SL Strand

Kit 13, Conjunto de dittos

1

Hugo tiene hip. hipo.

Hugo se siente mal. miel.

2

Gogo saca un gato.
Gogo saca un conejo.
Gogo saca un oso.

A todos les da alas.
Gogo es un buen amigo.
A todos les da risa.

Para usar con Spanish SL Strand

Kit 13, Conjunto de dittos

1

___ ¡Hugo tiene hipo!

___ Todos están en una fiesta.

___ Todos comen.

___ Gogo no es mago.

2

Nino quiere un sapo.

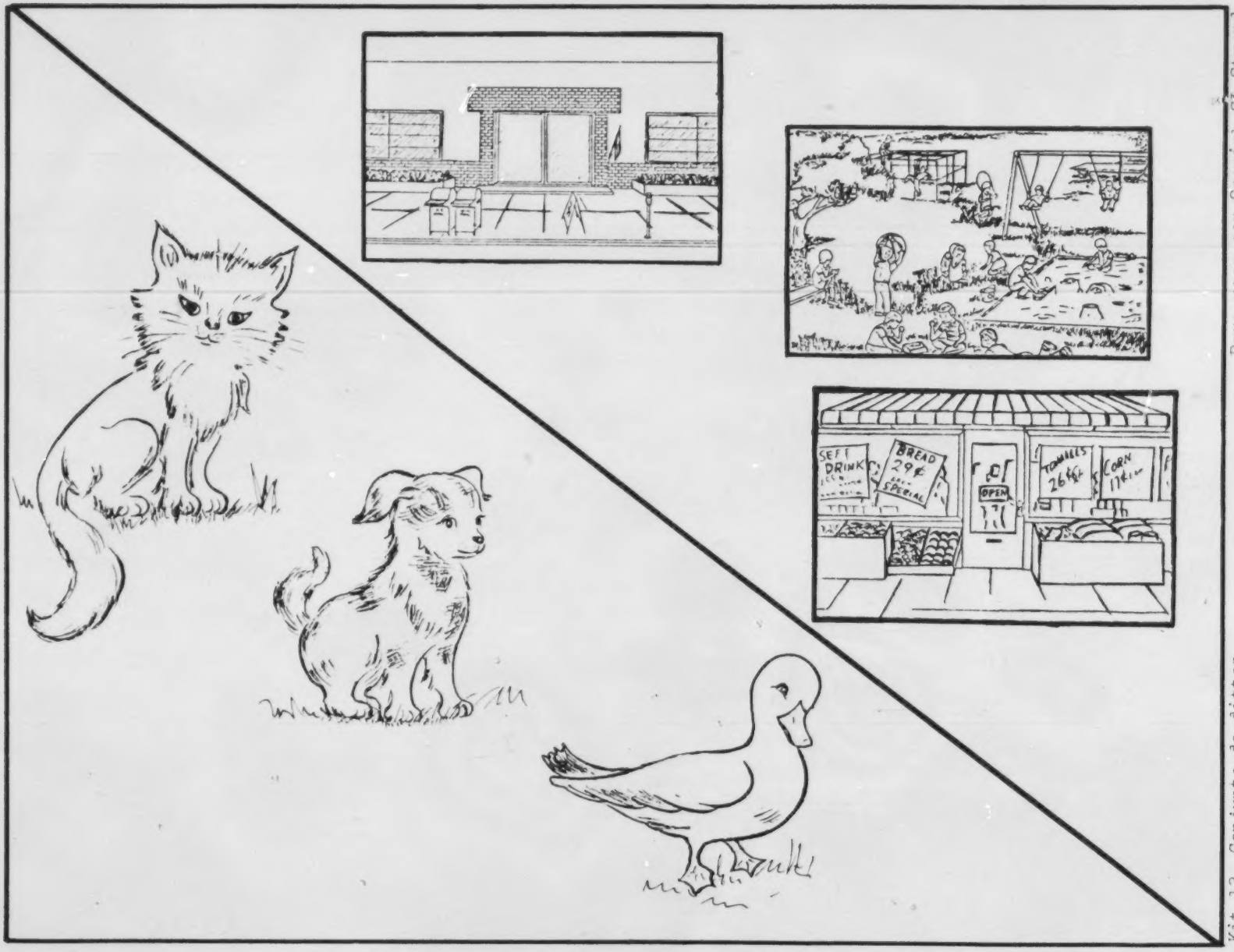
Gogo no saca un sapo.

Hugo tiene hipo.

¡La mesa tiene hipo!

Para usar con Spanish SL Strand

Kit 13, Conjunto de dittos



Para usar con Spanish SL Strand

Kit 13, Conjunto de dittos

Nombre:_____ Fecha:_____

Boni trae el pan.

Tato trae la miel.

Gogo está en la casa.

Para usar con Spanish SL Strand

Kit 13, Conjunto de dittos

Nombre: _____ Fecha: _____

Todos están en una fiesta.

A todos les da risa.

Todos comen.

Para usar con Spanish SL Strand
Kit 13, Conjunto de dittos

KIT 14

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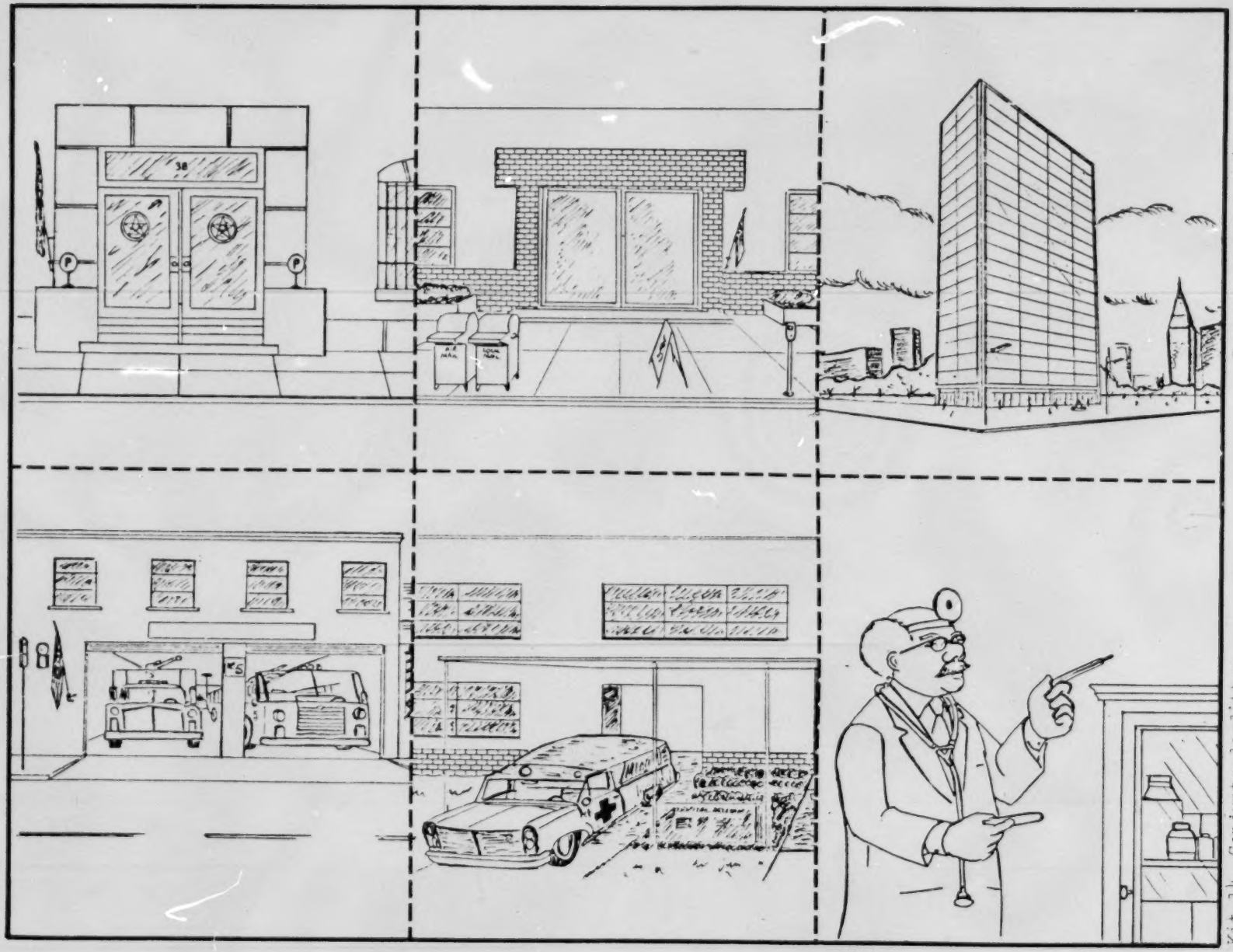
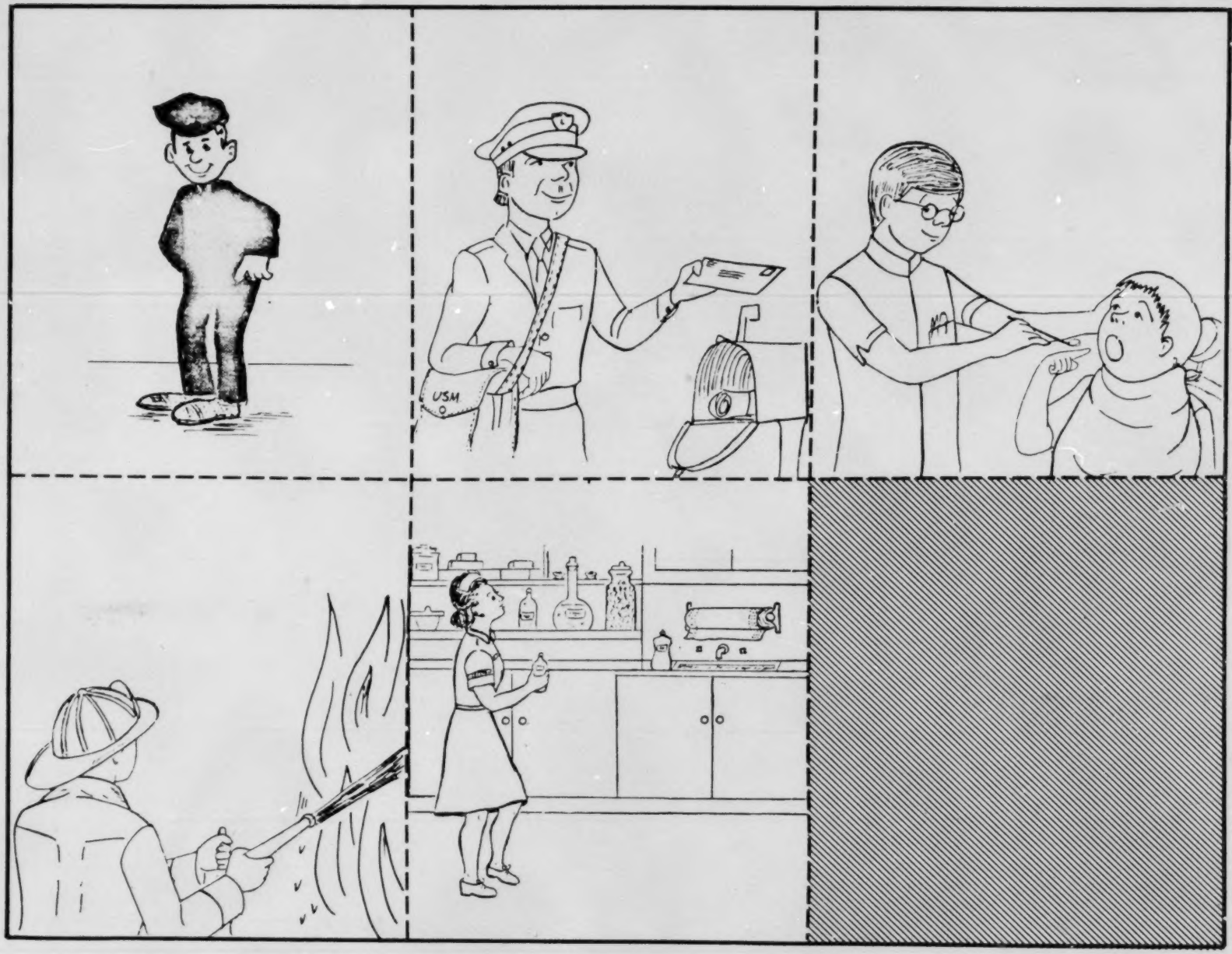


Para usar con Spanish SL Strand

Kit 14, Conjunto de dittos



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Para usar con Spanish SL Strand

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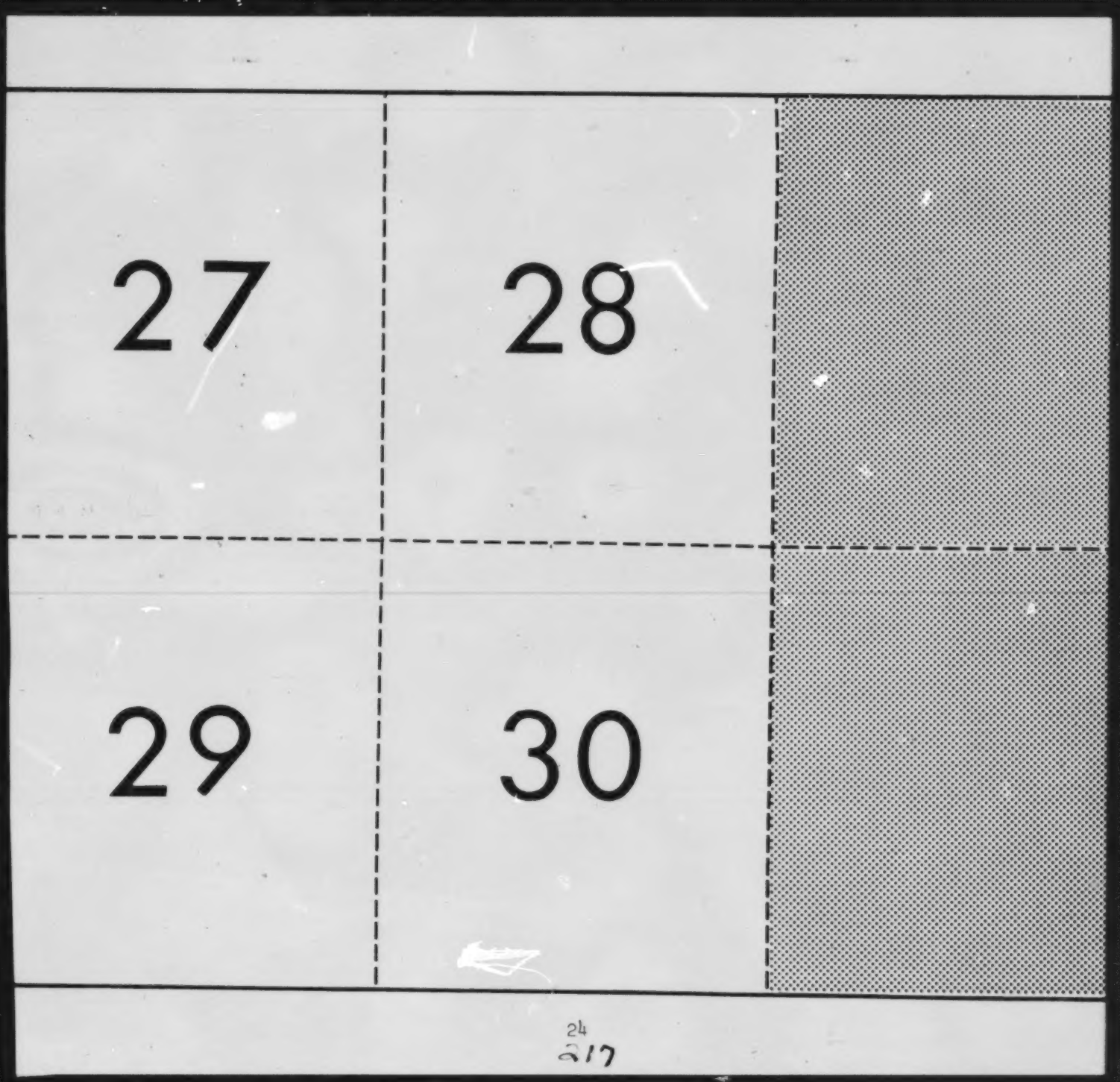
27
28
29
30

contento

contentos

Para usar con Spanish SL Strand

Kit 14, Conjunto de dittos

1

Tato rompe el palo.
Hugo rompe el palo.
Boni saca a Tato.
Boni saca a Gogo.

2

Tato rompe el palo.

3

Le da risa al oso.

Para usar con Spanish SL Strand

Kit 14, Conjunto de dittos

1

Nino está en el _____.
Hugo _____ un palo.
Nino _____ en la casa.
Hugo se _____.

A. trae
B. asiento
C. cae
D. piensa

2

1. El palo le da a Hugo.
2. Tato se cae.
3. Boni saca a Tato.
4. Hugo pasa el palo a Tato.

3

Boni saca a Tato.

Para usar con Spanish SL Strand

Kit 14, Conjunto de dittos

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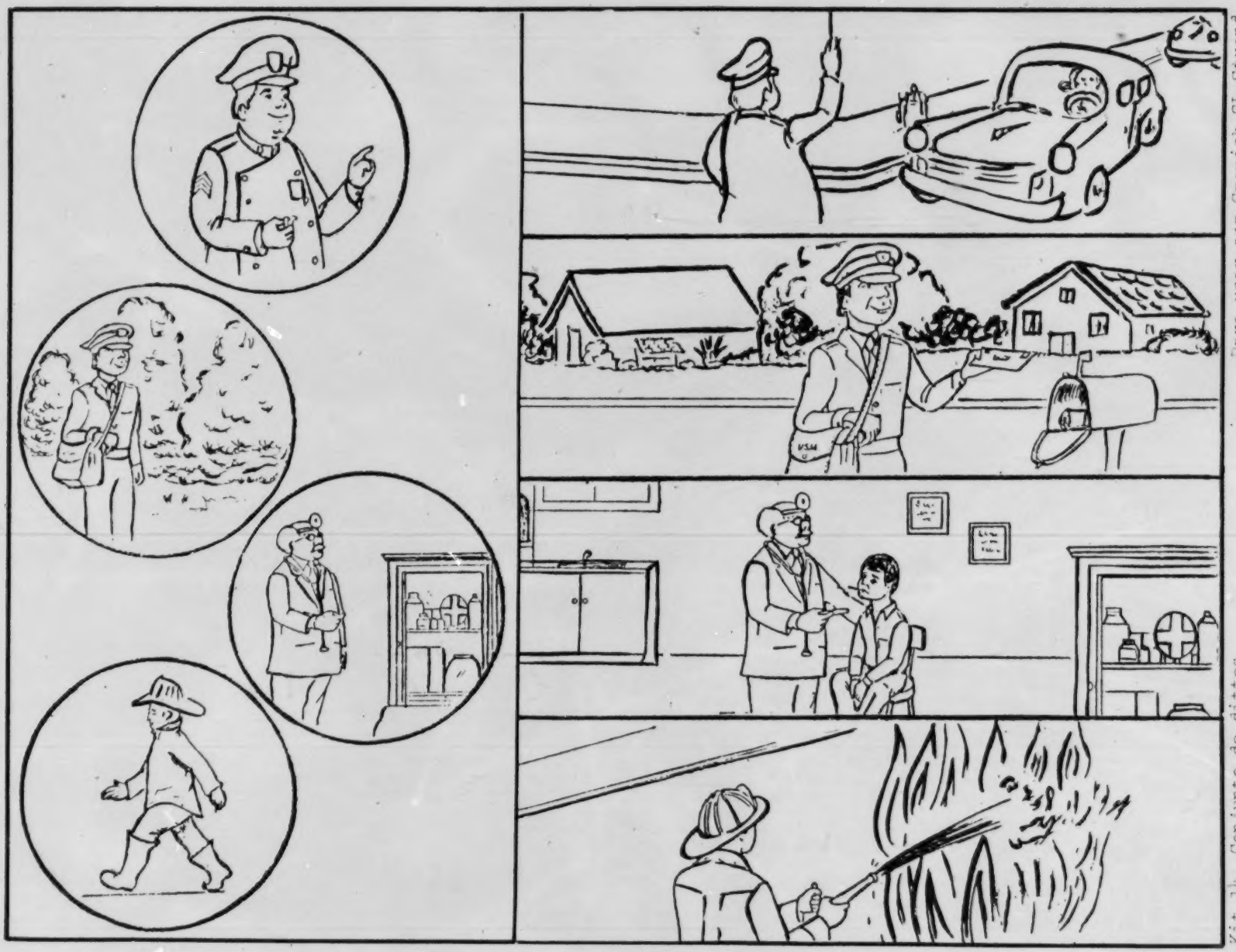

Para usar con Spanish SL Strand

Kit 14, Conjunto de dittos

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Nombre _____ Fecha _____

TODOS ESTÁN EN LA MESA.

LA CASA SE ROMPE.

Para usar con Spanish SL Strand

Kit 14, Conjunto de dittos

Nombre_____ Fecha_____

BONI SUBE A LA RAMA.

LE DA RISA AL OSO.

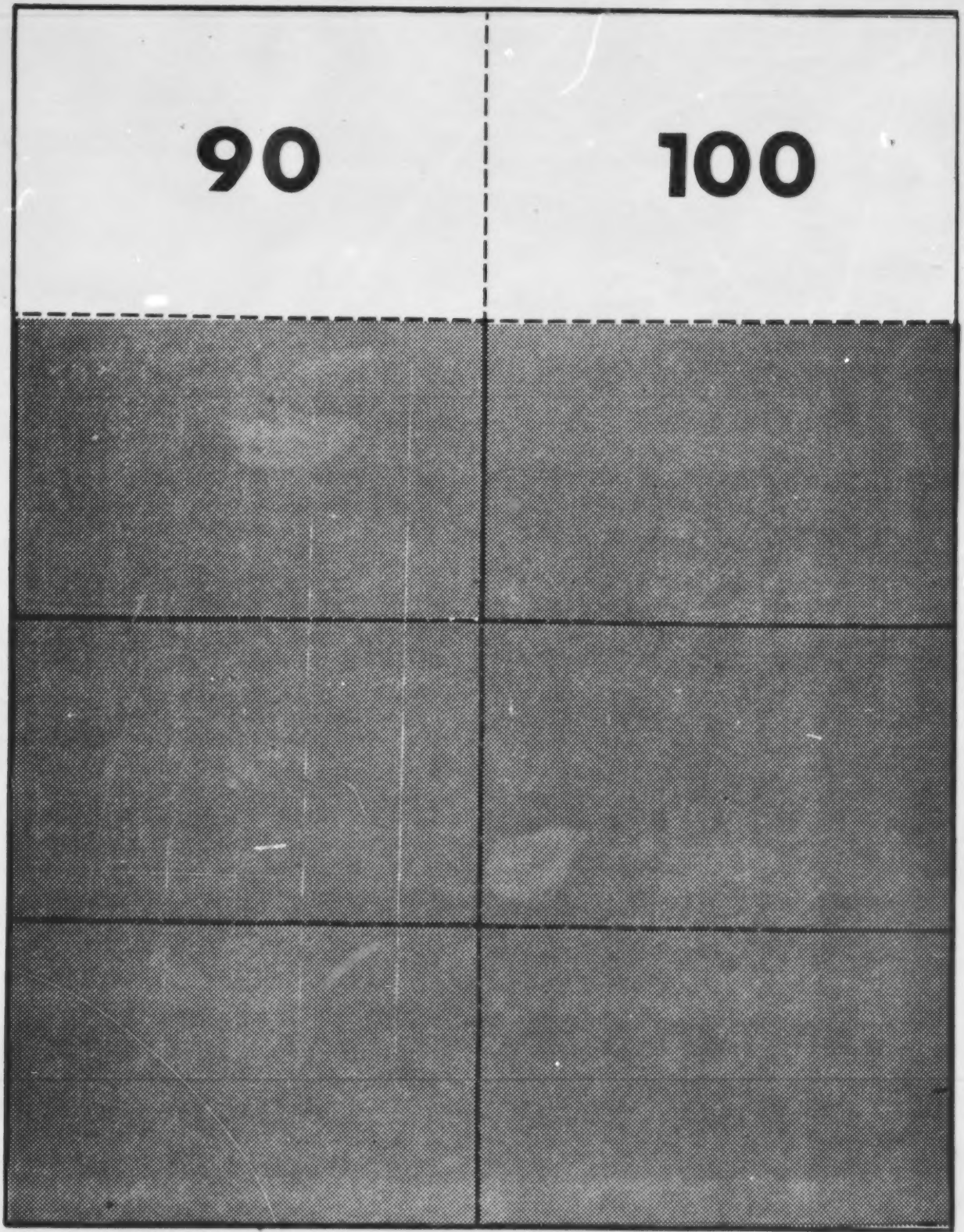
Para usar con Spanish SL Strand

Kit 14, Conjunto de dittos

KIT 15

(Pages 31-44)

10	20
30	40
50	60
70	80



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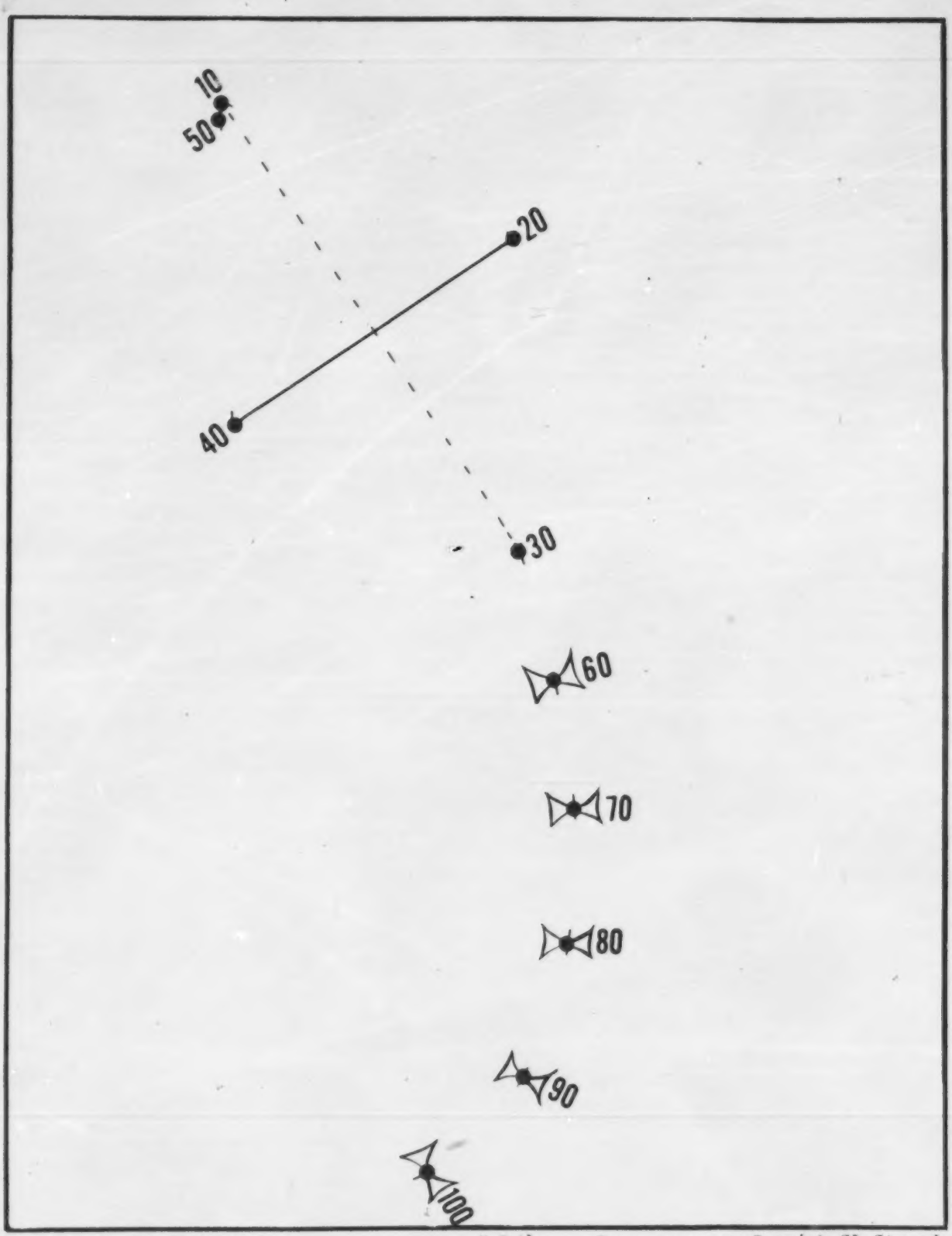
Kit 15, Conjunto de dittos

Para usar con Spanish SL Strand


10
50
20
40
30
60
70
80
90
100

Felipe

Zoila

Julio

35

A	Zoila
le	da
miedo.	

Para usar con Spanish SL Strand

Kit 15, Conjunto de dittos

toda	ve
zapato	pasos

Para usar con Spanish SL Strand

Kit 15, Conjunto de dittos

1

____ El fantasma le da con un zapato.

____ El tiene sueño.

____ Cae el agua.

2

Felipe ve el pasos.
agua.

Él tiene trueno.
sueño.

3

Felipe siente pasos.

Para usar con Spanish SL Strand
Kit 15, Conjunto de dittos

Él tiene sueño.

Él tiene un

sueño.

CÓRTESE AQUÍ A

CÓRTESE AQUÍ A

Para usar con Spanish SL Strand

Kit 15, Conjunto de dittos

1

☐ Felipe le da al fantasma.

☐ Felipe sube a la mesa.

☐ Felipe sube a la rama.

2

☐ zapato

☐ mesa

☐ fantasma

☐ mesa

☐ fantasma

☐ zapato

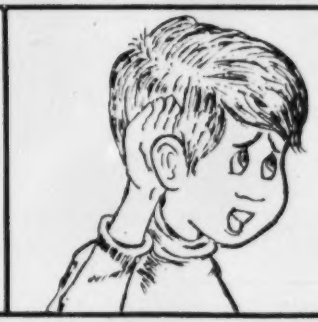
☐ fantasma

☐ mesa

☐ zapato

3

No fue un fantasma.



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El fantasma

le da con el

zapato.

PÉGUESE AQUÍ B

PÉGUESE AQUÍ C

CÓRTESE AQUÍ B

CÓRTESE AQUÍ C

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Felipe le da al fantasma.

PEGUESE AQUÍ D

CORTESE AQUÍ D

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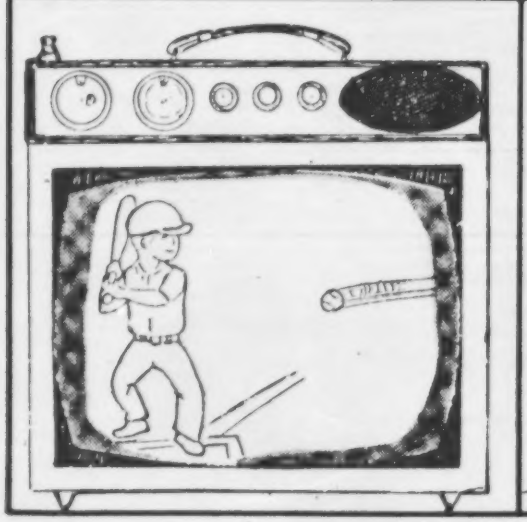
Nombre _____ Fecha _____



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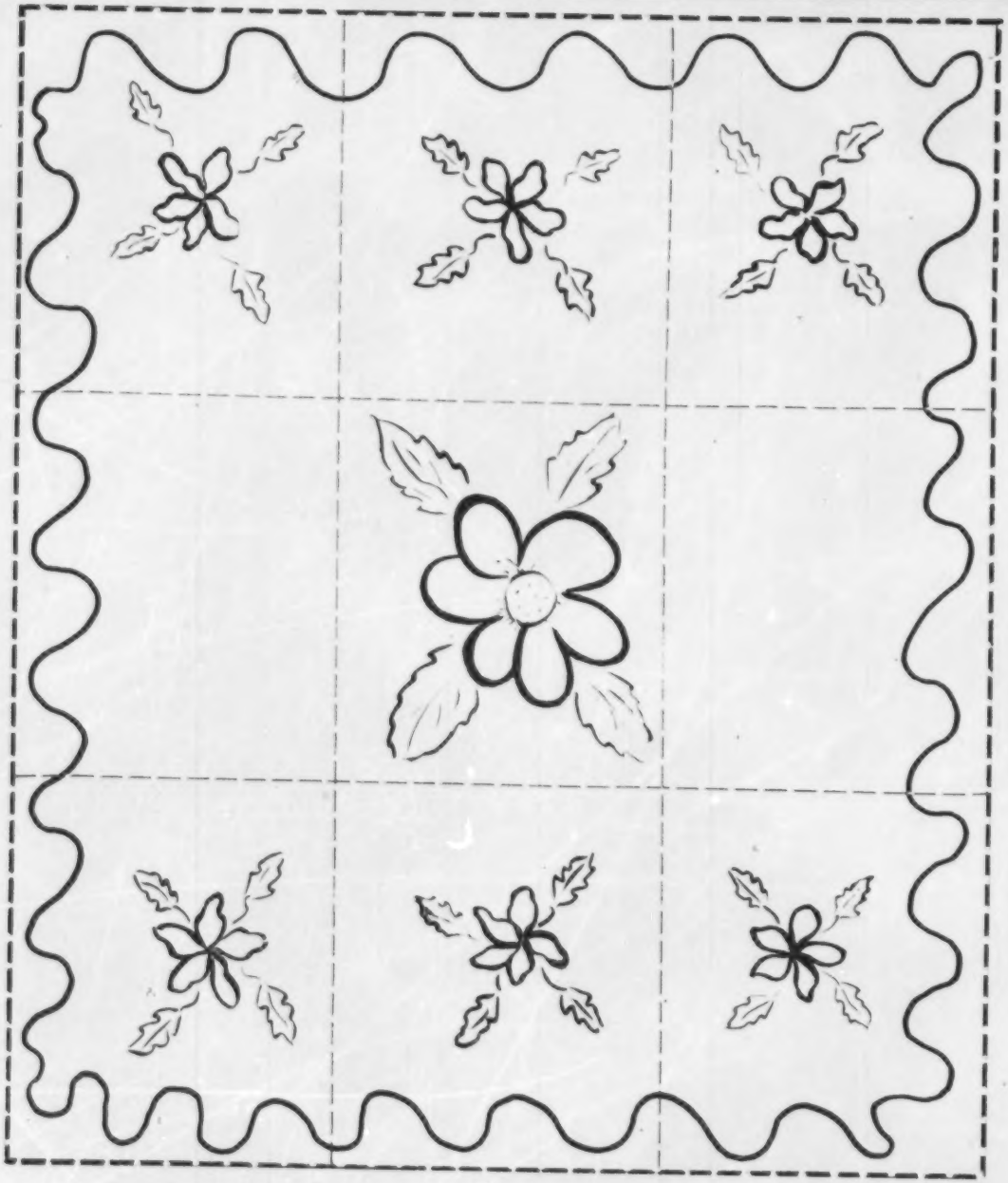
KIT 16

(Pages 45-54)



Kit 16, Conjunto de dittos

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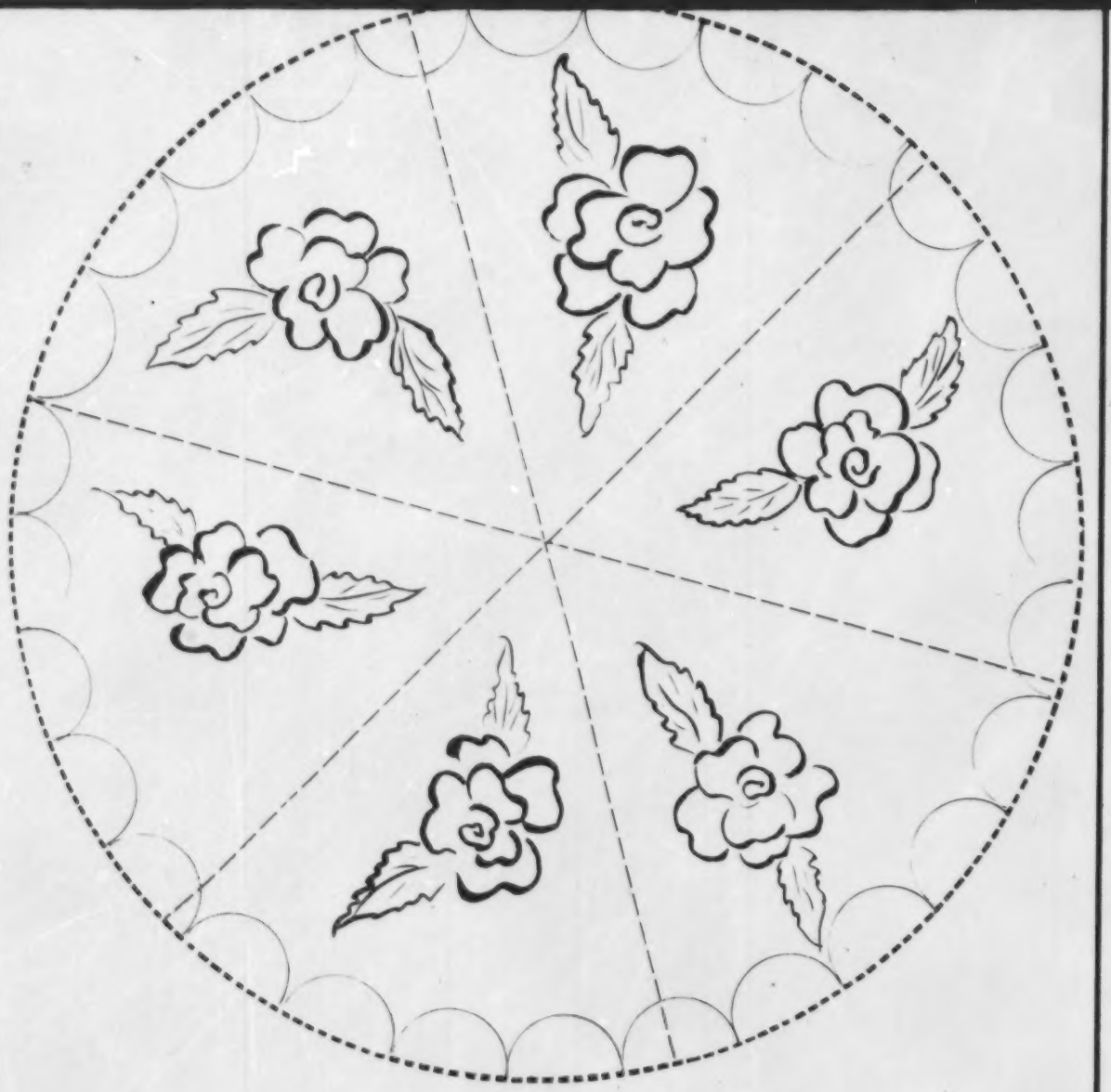
47 253



Kit 16, Conjunto de dittos

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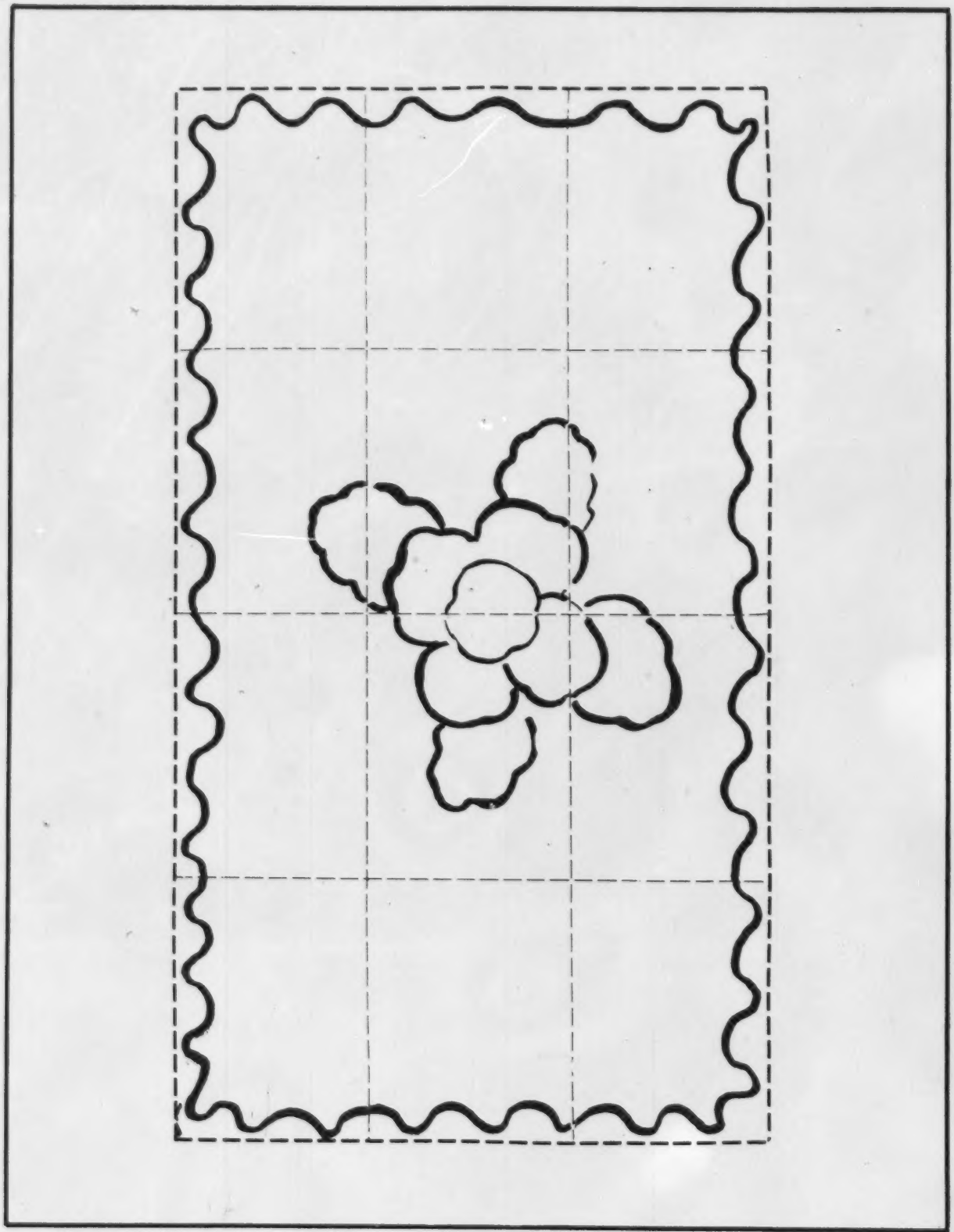
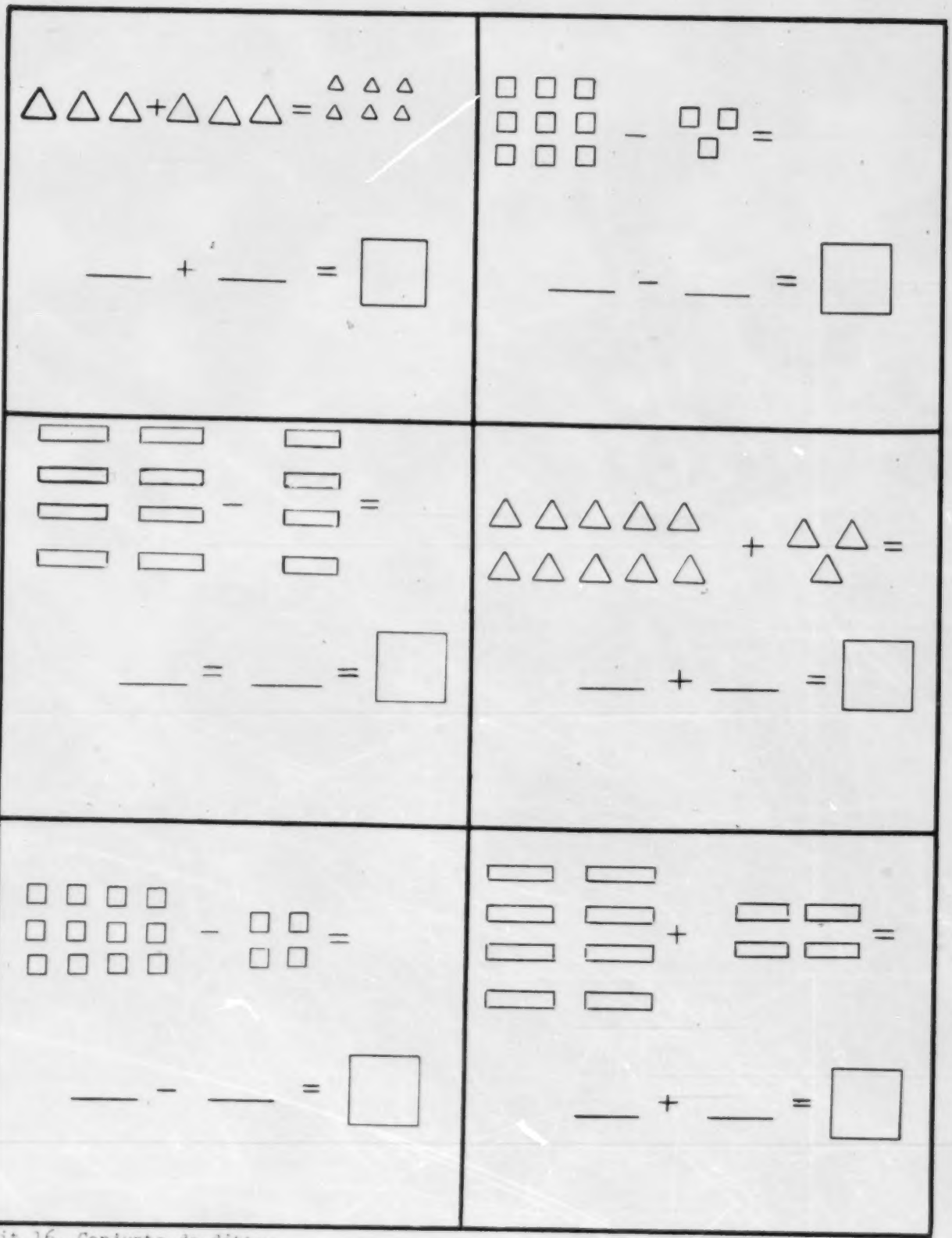


Kit 16, Conjunto de dittos

Para usar con Spanish SL Strand



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Nombre _____ Fecha _____

¿Qué necesitamos para comer?	¿Quién trabaja en la oficina?	¿Qué vamos a hacer en la biblioteca?

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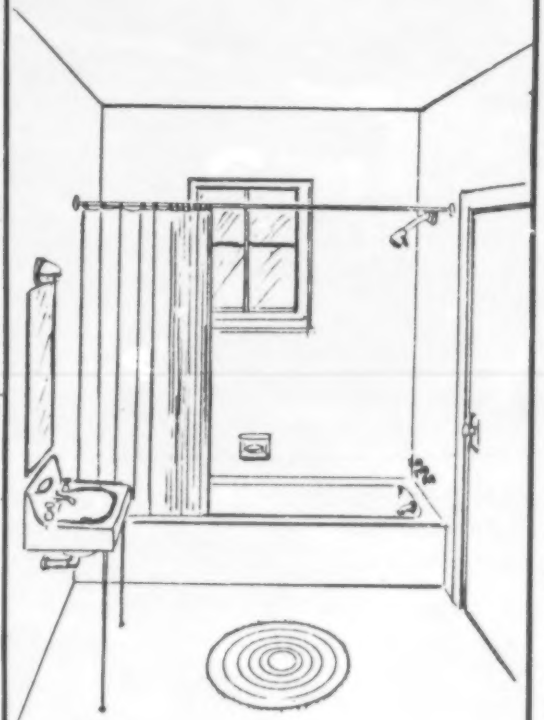
Nombre _____ Fecha _____

¿Cómo van a la escuela?

¿Qué haces en la sala?

¿Qué ves en el baño?



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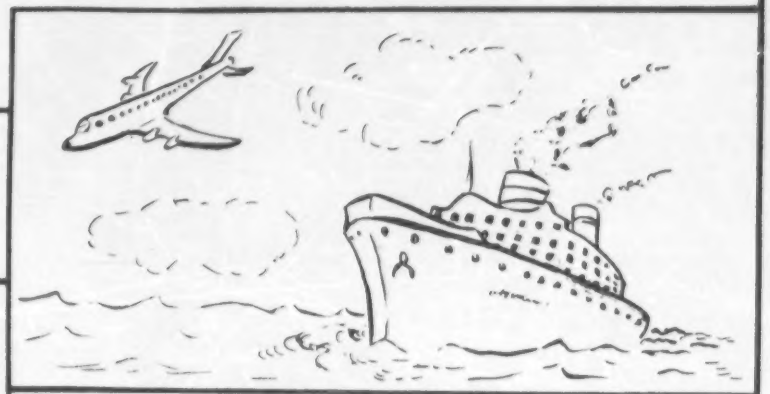
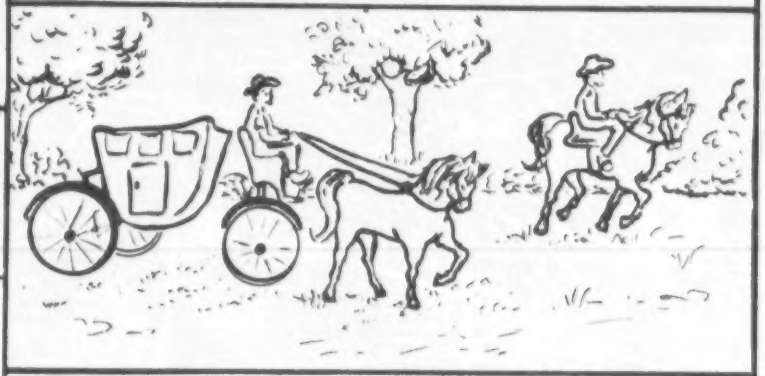
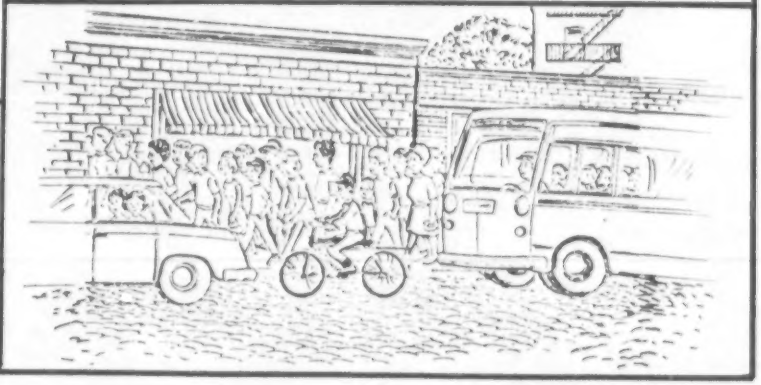
Nombre _____ Fecha _____

Llegan personas a la ciudad, en bicicleta, en tren, en carro o a pie.

¿En qué llegan a la ciudad?







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Nombre _____ Fecha _____

Julio quiere comprar un sombrero para su mamá. Zoila piensa comprar un conejo. ¿Qué piensa comprar Felipe?

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Nombre _____ Fecha _____

El dinero cae cerca de un chivo. El chivo tiene hambre y se come el dinero.

¿Qué le pasa al dinero?

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